DOCUMENT RESUME

ED 372 201 CE 066 793

TITLE	Biennial Report of the State Council on Vocational Technical Education, 1990-1991 and 1992-1993.
INSTITUTION	Minnesota State Council on Vocational Technical Education, St. Paul.
PUB DATE	93
NOTE	61p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Advisory Committees; Apprenticeships; Career Development; Cooperative Planning; Correctional Education; Curriculum Development; Disabilities; Educational Cooperation; Elementary Secondary Education; Federal Aid; Federal Legislation; Grants; Minimum Competencies; Postsecondary Education; *Program Development; *Program Implementation; Program Proposals; Resource Allocation; *Statewide Planning; Strategic Planning; Technical Institutes; Technology Education; *Vocational Education
IDENTIFIERS	*Minnesota

ABSTRACT

These two reports summarize the Minnesota State Council on Vocational Technical Education's (SCVTE) activities for the 2-year periods ending on June 30, 1991, and June 30, 1993, respectively. Summarized in the report for the period ending June 30, 1991, are the SCTVE's activities with regard to the following projects: disabilities, funding distribution, apprenticeship, Perkins-Job Training Partnership Act (JTPA) evaluation, technology competence, and effective advisory committees. The report for the period ending June 30, 1993, includes summaries of SCTVE activities in relation to the following major projects: education and employment transitions, request for proposal, correctional education, Perkins-JTPA evaluation, technology competence, and effective advisory committees in technical colleges. Also included in each report are summaries of the following SCTVE's activities designed to foster the exchange of ideas among the various stakeholders in vocational education: council roundtable, annual joint meeting of the council with the Minnesota State Board of Technical Colleges and State Board of Education, leadership forum, town meeting, and communique. Both reports list recipients of four SCVTE awards since 1985, the SCTVE's membership rosters (for the years 1989-1991 and 1991-1993), SCTVE responsibilities, and former councilors and council publications. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 201

Biennial Report of the State Council on Vocational Technical Education for the Period Ending the Last Day of June, Nineteen Hundred Ninety-One

Biennial Report of the State Council on Vocational Technical Education for the Period Ending the Last Day of June, Nineteen Hundred Ninety-Three

State Council on Vocational Technical Education
St. Paul, Minnesota

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CE 066 793

BEST COPY AVAILABLE

Biennial Report of the State Council on Vocational Technical Education

for the period ending the last day of June,
Nineteen Hundred Ninety-One

1989-1991

Members

Tommie L. Bougie
W. James Corbett
Beverly J. Dougherty
Gerrie A. Driessen
Mary A. Grafton-Krogh
Andrea J. Hayden
Christine M. Hunter
Henry J. Kalis
Dale M. Neppel
Warren E. Phillips
G. David Sayre
Gloria M. Skeet
Jim M. Vickerman
Linda L. White
Robert L. Widerski

Officers

Beverly J. Dougherty
President, 1989-1990

W. James Corbett
President, 1990-1991

John W. Mercer
Executive Director

Office of the Executive Director
State Council on Vocational Technical Education
17 West Exchange Street, Suite 407
St. Paul, Minnesota 55102

612/296-4202

An equal opportunity/affirmative
action employer

Biennial Report of the State Council on Vocational Technical Education

for the period ending the last day of June,
Nineteen Hundred Ninety-One

Prepared by
Caryl B. Bentley, John W. Mercer
Leo G. Christenson, and Marlene J. Sommerdorf

State Council on Vocational Technical Education
17 West Exchange Street, Suite 407
St. Paul, Minnesota 55102

©1992. State of Minnesota, State Council on Vocational Technical Education. All rights reserved.

Contents

Preface iii

Part One: Major Projects 1

- Disabilities Project 1
- Funding Distribution Project 1
- Apprenticeship Project 2
- Perkins-JTPA Evaluation Project 3
- High School Career Planning and Development Project 3
- Technology Competence Project 4
  - Roster of the Task Force on Technology Competence 5
- Effective Advisory Committees Project 6
  - Roster of the Task Force on Effective Advisory Committees in the Technical Colleges . . . 7
  - Task Force on Effective Advisory Committees for Secondary Vocational Education 8
  - Task Force on Curricular Review and Development 8

Part Two: Fostering the Exchange of Ideas 11

- Council Roundtable 11
- Annual Joint Meeting of the Council with the State Board of Technical Colleges and the State Board of Education 11
- Leadership Forum 11
- Town Meeting 11
- Communique 12

Part Three: Honoring Achievement and Service 15

- Outstanding Student Award 15
- Distinguished Service Award 15
- Jane Preston Award 16
- Partners in Progress Award 16

Council Membership, 1989-1991 17

Council Responsibilities 21

Former Councilors 23

Council Publications, 1989-1991 25

Preface

This report is to the Governor; the Legislature; the State Board of Technical Colleges; the State Board of Education; the Governor's Job Training Council; the U.S. Congress and Secretaries of Education and Labor; the state's agricultural, business, industrial, labor, and education communities; and the people of Minnesota.

Established under state and federal law, the State Council on Vocational Technical Education is designed to further public-private collaboration for the advancement of quality vocational programs responsive to labor market needs. The Council has statutory responsibilities for educational programs and services provided in elementary and secondary schools as well as in postsecondary institutions. The Council studies and makes recommendations on a broad range of policies and practices affecting vocational technical education, particularly programs offered in Minnesota high schools, secondary cooperative centers, and technical colleges.

This report presents a summary of the Council's work for the biennium ending June 30, 1991. In reporting its accomplishments and activities, the Council speaks about the issues and concerns that it is currently addressing. The report is designed to reflect the breadth and depth of the Council's responsibilities under state and federal law regarding Minnesota's high schools, secondary cooperative centers, and technical colleges.

The first part of this report summarizes Council reports and recommendations. The second part of this report highlights Council initiatives to test ideas and to promote their exchange. The third part shows Council efforts to recognize achievements in, and contributions to, vocational technical education in Minnesota. This report also includes a statement of the Council's responsibilities, brief biographies of the councilors who served during this biennium, a list of former councilors, and a bibliography of Council publications.

Part One: Major Projects

Disabilities Project

In the development of the report entitled *Vocational Education Opportunities for Minnesotans with Disabilities: Recommendations and Commendations*, the Council heard from persons with disabilities about their concerns, consulted with a number of state and local agencies who serve this population, and examined a range of related issues.

The Council made two recommendations to improve access to vocational education opportunities for Minnesotans with disabilities and took note of the legislative leadership in this area with the allocation of resources to develop processes that monitor physical accessibility of new and existing facilities and buildings.

The first recommendation urged the technical colleges to include representation of persons with disabilities on their general advisory committees, specifically to give the colleges information on the needs of persons with disabilities and to alert the colleges to potential and existing programmatic and architectural barriers.

The second recommendation called for administrators in the high schools, secondary cooperative centers, and technical colleges to guarantee the availability of professional development opportunities for all staff members as an important means of improving service to persons with disabilities.

Note: Leo G. Christenson was the researcher for this project.

Funding Distribution Project

The Carl D. Perkins Vocational Education Act calls for the Council to analyze the distribution of spending for all vocational programs, the distribution of federal assistance between secondary and postsecondary programs, and the availability of these programs, services, and activities within Minnesota. This report is the most comprehensive of which the Council is aware to document the total spending patterns for both the high schools and the technical colleges.

Funding and spending patterns for secondary and postsecondary vocational technical education in Minnesota are a result of federal appropriations on the one hand and state and local appropriations on the other. The Council found that while state funding far outweighs federal funding, the set-asides contained in the Perkins Act create a basic map of categorical funding and spending patterns for vocational education in Minnesota.

In comparing the effects of local, state, and federal funding levels on vocational programs and enrollments, the report provides a useful barometer to monitor the interrelatedness of funding levels, spending patterns, program delivery, and enrollment counts in vocational technical education in Minnesota.

The trend analyses in the report raised several issues requiring further study in relation to funding for both secondary and postsecondary vocational technical education. Issues regarding secondary education are:

- What effects do changes in categorical funding for secondary vocational education have on the level of vocational course offerings in the high schools and secondary cooperative centers?
- Why does secondary vocational education fail to use all of its funding?
- Are the Perkins funds efficiently and effectively allocated between secondary and postsecondary vocational technical education?
- How has the change in the secondary vocational education funding formula affected appropriations to the high schools and cooperative centers?

Issues regarding postsecondary education are:

- What caused the steady decline of continuous enrollments at the technical colleges? What contributed to the increases in extension enrollments? Are these increases and decreases interrelated? What effect will these enrollment trends have on formula-driven state appropriations to the technical colleges?
- What effects will the new credit-based scheduling system at the technical colleges have on funding needs?
- Does the mixed system of state and local governance provide for the most efficient allocation

and expenditure of funds at the technical colleges?

Note: Leo G. Christenson, Robert J. Bonadurer, and John W. Mercer were the researchers for this project.

Apprenticeship Project

The Carl D. Perkins Vocational Education Act requires the Council to develop recommendations on vocational programs which emphasize the use of business concerns and labor organizations.

Because apprenticeship programs are an example of partnerships involving business, labor, and technical colleges, the Council decided to conduct research on the state's apprenticeship programs. Its finding, together with six recommendations addressed to the Commissioner of Labor and Industry and the State Board of Technical Colleges, are recorded in *Coordination of Apprenticeship and Technical College Programs in Minnesota: Report and Recommendations.*

The recommendations are:

(1) Improve the evaluation process to ensure that apprentices in Minnesota programs outside the building trades are receiving sufficient breadth of training[1].

(2) Ensure that the value of the certificate of completion is stressed to the employer to help increase the completion rate for apprentices outside the building trades.

(3) Actively recruit persons of color and women into the apprenticeship programs.

(4) Provide current information in a timely fashion on the number and completion rates of apprentices in each field by sex, race/ethnicity, and disability if applicable.

(5) Encourage exchange of information in the training efforts of all educational institutions to prevent duplication of efforts and match more effectively the type of training with the particular training needs.

(6) Encourage articulation of technical college education and other related work experience with registered apprenticeship training so that persons entering an apprenticeship program would receive advance standing in recognition of completing a related pre-employment program.

[1]The building trades are excepted from Recommendations 1 and 2 because the breadth of their training is exemplary, and their program completion rate of approximately 80 percent is significantly higher than that of other apprenticeship programs.

Note: Robert J. Bonadurer, Leo G. Christenson, and John W. Mercer were the researchers for this project.

Perkins-JTPA Evaluation Project

At least once every two years, the Council evaluates the vocational program delivery systems which receive federal assistance under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act.

This research project addresses the adequacy, effectiveness, and coordination of Perkins and JTPA programs. Using information obtained from published reports on Perkins-JTPA implementation and coordination in Minnesota and elsewhere in the United States, individual interviews, and a survey of technical college presidents, JTPA administrators, and private industry council (PIC) chairs, the Council published a report on its findings. The report, entitled *Perkins- JTPA Evaluation: Analysis of Adequacy, Effectiveness, and Coordination for the Three Years Ending June 30, 1990,* covers the period between July 1, 1987, and June 30, 1990. As it had in its previous Perkins-JTPA evaluation, the Council found that the State Board of Technical Education, the Governor's Job Training Council, and all 17 JTPA service delivery areas (SDAs) met or exceeded the performance and coordination goals of the Perkins Act and JTPA.

The Council's conclusions in the report are:

(1) Service coordination occurs between vocational technical education and job training.

(2) Service coordination is perceived by both sectors as being important, both in serving all client groups and in maximizing resource usage.

(3) Both sectors believe that service coordination should be enhanced.

(4) The PICs, SDAs, and technical colleges engage in joint planning.

(5) Half of the SDA administrators who responded found JTPA performance standards as either useful or necessary for determining client eligibility.

(6) Technical college presidents unanimously agree that the Perkins funding has been essential in providing vocational services for special populations.

The Council made one new recommendation and reaffirmed another originally made in the previous biennial report. The new recommendation is that the State Board of Technical Colleges and the Governor's Job Training Council cooperatively develop guidelines that identify and define exemplary forms of job training and vocational education coordination. The reaffirmed recommendation is that the technical colleges appoint representatives of PICs and SDAs to serve on their general and program advisory committees.

Note: Caryl B. Bentley, Leo G. Christenson, and John W. Mercer were the researchers for this project.

High School Career Planning and Development Project

Under the Carl D. Perkins Vocational Education Act, the Council studies and recommends policies Minnesota should pursue to strengthen vocational technical education. To address this charge the Council developed case studies on secondary career planning and development activities that appear especially successful in meeting student interest and need. The Council's report on this project is entitled *Career Planning and Development Activities in Minnesota's High Schools.*

There are a variety of career planning and developing activities used by the dozen high schools featured in the study, including classroom-based career awareness and exploration exercises, guest speakers, computer-based exploration programs, career resource centers, and career shadowing and mentoring programs.

There were many underlying themes relating to exemplary career planning and development activities in the case studies, including the following:

- Career planning and development is a lifelong process that requires people to assess their own skills, values, goals, and opportunities so they can manage transitions from school to work and back again and from one level of work to another.

- Exemplary career planning and development activities are infused in the curriculum so that students can understand why they are in a specific class and how they can apply

information from that class to the world outside of school.

- Effective career planning and development programs require visible and tenacious leadership.

As a result of the case studies the Council made two recommendations to the State Board of Education.

The first recommendation is that career planning and development principles should be infused into Minnesota schools through the formation, planning, implementation, and evaluation of appropriate learner outcomes across all levels of the curricula.

The second recommendation is that the State Board of Education create and maintain a continuous evolutionary process to guide the formation and reevaluation of each student's career development plan.

Note: Leo G. Christenson and John W. Mercer were the researchers for this project.

Technology Competence Project

In January, 1991, the Council established a 28-member Task Force on Technology Competence to make recommendations on what students in Minnesota schools should learn about technology.

In a report entitled *Technology Competence: Learner Goals for All Minnesotans*, the task force sets forth learner goals for technology competence and a framework for teaching and learning to achieve technology competence. The report also contains examples of learning activities for all grade levels.

The task force viewed technology competence as a complex of knowledge, skills, attitudes, and values which are manifested through the student's world view and practice capabilities. This view is reflected in the task force's overall learner goal for technology competence. To be technology competent, the task force said, the learner must:

- Demonstrate the world view attributes of technology,
- Apply the practice attributes of technology, and
- Understand the interdependence of the world view and practice attributes of technology.

The worldview attributes reflect the learner's general outlook with respect to technology and include a systems view of technology, a positive attitude toward continuous learning about technology, and global and historical perspectives with respect to technology.

The practice attributes of technology consist of the knowledge, skills, attitudes, and values required to demonstrate technology competence. They include the ability to gather information about technology; apply technology to manipulate and communicate information; apply legal principles and ethical standards with respect to technology, assess the risks and benefits of technological developments; and use a variety of tools, materials, and equipment in solving problems and extending human capabilities.

The task force said that to participate in the use, development, and evaluation of technology, the "technology" competent graduate must:

- Demonstrate a systems view of technology and an appreciation for the interdependence of the social, political, economic, and ecological systems in which it operates.
- Assess the career, family, and personal development implications of technological change.
- Demonstrate positive attitudes toward continuous learning about technology.
- Demonstrate a global perspective with respect to technology, including an appreciation for its potential effects on cultures, geographic areas, and natural and built environments.
- Apply an historical perspective on technology to the evaluation of the development and use of new technologies.
- Gather information about technology and critically evaluate its utility and integrity.
- Apply diverse technologies to store, access, process, create, and communicate information

needed to solve problems or satisfy personal needs.

- Apply legal principles and ethical conduct related to the use of technology.
- Demonstrate competency in mathematics, science, social sciences, communication, and computer skills through the analysis, design, and evaluation of technological systems.
- Analyze the potential of alternative technological systems to solve problems or extend human capabilities or to do both.
- Assess the risks and benefits of technological developments from an ecological, economic, social, political, and personal perspective.
- Value human diversity and work as a part of a team in defining technological problems and in suggesting, designing, and testing solutions to such problems.
- Use a variety of tools, materials, and equipment in solving problems and extending human capabilities.
- Develop and articulate positions on the relationship of technology to the common good and carry through with them.

Note: Eric E. Zilbert and John W. Mercer were the researchers for this project.

Roster of the Task Force on Technology Competence

Members of the Task Force on Technology Competence are listed below.

Ms. Laura L. BeMent, Business Teacher, Anoka Senior High School, Anoka

Dr. M. James Bensen, President, Dunwoody Institute, Minneapolis

Mr. Bruce A. Boraas, Senior Consultant, Digital Equipment Corporation, Bloomington

Dr. George H. Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, Twin Cities Campus

Ms. Karen Couné, Senior Publications Editor, General Mills Inc., Minneapolis

Dr. Fred N. Finley, Associate Professor of Curriculum and Instruction, University of Minnesota, Twin Cities Campus

Mrs. Mary A. Grafton-Krogh, Southeast Regional Manager, Northern States Power Company, Winona

Ms. Susan Hankner, Executive Director, Legislative Commission on Public Education, St. Paul

Ms. Carolynn Hiatt, President, Prosys Technologies, Inc., Burnsville

Mrs. Juanita Hoskins, Science Teacher, Ramsey Junior High School, St. Paul

Dr. Kerry Jacobson, Superintendent of Schools, Little Falls

Dr. Sally Gregory Kohlstedt, Professor and Associate Dean, Institute of Technology, University of Minnesota, Twin Cities Campus

Dr. Theodore Lewis, Assistant Professor of Vocational and Technical Education, University of Minnesota, Twin Cities Campus

Ms. Jeanne K. Lingbeck, Director of Secondary Vocational Education, Rochester Public Schools, Rochester

Ms. Christine M. Matuzek, Community Services and Education Director, Minnesota AFL-CIO, St. Paul

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education, St. Paul, and Task Force Chair

Mr. Greg R. Meunier, Special Assistant to the Chancellor, State Board of Technical Colleges, St. Paul

Mr. Arnie L. Michalicek, Electronics Teacher, Wright Technical Center, Buffalo; and School Board Member, Maple Lake

Ms. Julie Bess Miller, Communications Director, Minnesota Farmers Union, St. Paul

Mr. Craig E. Oliver, Campus Director, Brainerd-Staples Regional Technical College, Brainerd

Mr. Scott T. Rodby, Mathematics and Industrial Technology Teacher, Monticello Senior High School, Elk River

Mr. Thomas Ryerson, Technology Education and Industrial Technology Specialist, Minnesota Department of Education, St. Paul

Dr. Anthony E. Schwaller, Professor and Chairperson, Department of Industrial Studies, St. Cloud State University, St. Cloud

Ms. Lori Pappas Sweningson, President, Job Boss Software Inc., Edina (until 22 April 1991)

Mr. Nicholas L. Waldoch, Supervisor of Secondary Vocational Education, Minnesota Department of Education, St. Paul

Ms. Joan Wallin, Supervisor of Instruction Design, Minnesota Department of Education, St. Paul

Mr. Steven R. Watson, Director of Government Programs, National Computers Systems, Eden Prairie

Mr. Arnie J. Wentland, Senior Manufacturing Industry Specialist, International Business Machines, Plymouth

Dr. Eric E. Zilbert, Administrative Fellow, State Council on Vocational Technical Education, St. Paul

Effective Advisory Committees Project

In June, 1991, the State Board of Technical Colleges adopted a resolution addressed to the State Council on Vocational Technical Education. In this resolution the Board expressed its appreciation to the Council for its contribution to the technical colleges through the Effective Advisory Committees Project, a major purpose of which is to increase the effectiveness of program advisory committees in the technical colleges. The Board said:

> WHEREAS, the State Council on Vocational Technical Education has taken a leadership role in the improvement of advisory committees; and
>
> WHEREAS, The State Council on Vocational Technical Education has provided guidance and leadership to the Effective Advisory Committees Project; and
>
> WHEREAS, the State Council on Vocational Technical Education has modeled exemplary processes in the evaluation of program advisory committees, and the development of the ***Fifty Indices of Effectiveness*** for the same committees; and
>
> WHEREAS, the State Council is comprised of volunteers who give freely of their time for the betterment of the technical colleges;
>
> NOW, THEREFORE, BE IT RESOLVED, that the State Board of Technical Colleges recognizes and acknowledges the contributions of the State Council on Vocational Technical Education to technical education in Minnesota, expresses sincere thanks and appreciation, and extends best wishes for continued success.

The primary purpose of these committees is to provide evaluation and consultation to the instructional programs for continuous curricular improvement. The goal sought through the Effective Advisory Committees Project is a world class curriculum, prescribed and validated by industry, for the education and training of employees for the high performance workplace.

Much of the work of the Effective Advisory Committees Project during the biennium was carried out by the Council's Task Force on Effective Advisory Committees in the Technical Colleges. The members of the task force were recruited and selected on the basis of their interest, knowledge, and commitment to the continuous improvement of advisory committees in the technical colleges.

As described in *Effective Advisory Committees Project: An Interim Report* (April, 1990), which is one of two major Council publications on the project during this biennium, the project comprises four major sets of complementary activities. They involve (a) evaluation of committee operations, (b) development and dissemination of appropriate resource materials, (c) delivery of appropriate and timely professional development sessions, and (d) development of relevant policy recommendations.

During the biennium, the Council continued to conduct seminars and workshops at the request of the technical colleges.

At the end of the 1990-91 school year, the Council completed its first

five-year cycle of on-site visits, evaluating program and general advisory committees on all 34 campuses of the Minnesota Technical College System. In 1991, the Council published the second major publication on the project during the biennium, a working paper produced by the task force entitled *Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges.*

As the Council observed in acknowledging the work of the task force and adopting the report, these indices provide a clear, comprehensive conceptualization of the nature, role, behavior, services, and products desired of program advisory committees in the technical colleges.

These indices of effectiveness, the task force said of its working paper, were designed to describe the outcomes, attributes, and behaviors sought in advisory committees for instructional programs.

According to the task force, the 50 indices describe attainable, appropriate, and necessary characteristics for the committees. Furthermore, the task force cited these indices as embodying the benchmarks essential for it to develop the project's leadership guide and member handbook.

In addition to the technical college component of the Effective Advisory Committees Project, the Council also has in place a component on advisory committees for secondary vocational education. The task force for the secondary component is charged with integrating its recommendations with the Restructured Secondary Vocational Model.

The future of the high school component of the Effective Advisory Committees Project is not known at this time. The next steps taken by the Minnesota Department of Education with the implementation of the Restructured Vocational Model will determine the direction the Council gives to this project and in turn to this task force.

Listed below are the members of the project task forces addressing program advisory committees in both the high schools and technical colleges.

Listed also are the members of the Task Force on Curricular Review and Development. This task force was asked to lay out the processes the colleges should use in conducting curricular review and development activities with program advisory committees.

Roster of the Task Force on Effective Advisory Committees in the Technical Colleges

Mr. Roberto Acosta, Vocational Advisor, St. Paul Technical College

Mrs. Mary L. Bath, Customized Training Representative, Northeast Metro Technical College, White Bear Lake

Ms. Carole M. Carlson, Advisory Committee Coordinator & Job Development/Placement Specialist, Hennepin Technical College

Mr. Leo G. Christenson, Research Analyst, State Council on Vocational Technical Education

Mr. Wayne Davis, Supervisor, Marketing and Distributive Education, Dakota County Technical College

Dr. Douglas D. Derr, Vice President, Anoka Technical College

Dr. Stanley A. Edin, President, Brainerd-Staples Regional Technical College

Mr. Dennis Finstad, Campus President, Southwestern Technical College, Jackson

Mr. Steven H. Frantz, Associate Vice Chancellor, State Board of Technical Colleges

Mr. Thomas J. Girtz, Dean of Instruction, Brainerd-Staples Regional Technical College

Ms. Jerlyn J. Jargo, Respiratory Care Program Director, East Grand Forks Technical College

Mr. Roland L. (Swede) Johnson, Agriculture Instructor, Willmar Technical College

Mr. Garland Kotek, Vice President, Pine Technical College

Mr. Michael J. Lehn, Department Chair, Automotives, St. Cloud Technical College

Mr. Terry Lemer, President, Albert Lea Technical College

Mr. Richard N. Lennes, President, Hutchinson Technical College

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education

Mrs. Mary J. Mettler, Accounting Instructor, Pine Technical College

Mr. Greg R. Meunier, Special Assistant to the Chancellor, State Board of Technical Colleges

Mr. Jerry L. Monson, Vice President for Customized Training Services, Minnesota Riverland Technical College

Ms. Judith D. Neppel, Vice President, East Grand Forks Technical College

Mr. Craig E. Oliver, Campus Director, Brainerd-Staples Regional Technical College, Brainerd

Ms. Sally Rappe, Campus Director, Brainerd-Staples Regional Technical College, Staples

Mr. G. David Sayre, President, Anoka Technical College

Mr. Timothy O. Schreiner, Dean of Instruction, Winona Technical College

Mr. Joseph M. Sertich, Vice President, Hibbing Technical College

Ms. Andrea J. Upin, ECC Program Coordinator, Hutchinson Technical College

Dr. George W. Wardlow, Associate Professor of Vocational Technical Education, University of Minnesota

Dr. William L. Warner, President, Northeast Metro Technical College, White Bear Lake

Ms. Martha Yucel, Vice President, Northeast Metro Technical College, White Bear Lake

Mr. Joseph A. Zetah, Dean of Instruction, Minneapolis Technical College

Task Force on Effective Advisory Committees for Secondary Vocational Education

Mr. William F. Ardren, Dean of Career Programs, North Hennepin Community College

Ms. Lois Bell, Secondary Vocational Director, Anoka-Hennepin School District 11

Dr. George H. Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota

Ms. Amy Hjelmeland, Assistant Director, Freshwater Education District, Staples

Mr. Ronald G. Hoheisel, Vocational Coordinator, Spring Lake Park High School

Ms. Jeanne K. Lingbeck, Director of Secondary Vocational Education, Rochester Public Schools

Ms. June Long, Vocational Education Coordinator, Osseo Public Schools

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education

Ms. Karen O'Brien, Director, Dakota County Vocational Center

Mr. Lynn B. Salisbury, Director, Area Learning Center, Elk River

Mr. John M. Sedey, Director of Occupational Education and Student Services, Mounds View Public Schools

Dr. Kathleen Stuart, Vocational Director, St. Paul Public Schools

Mr. Nicholas L. Waldoch, Supervisor, Secondary Vocational Education Programs, Minnesota Department of Education

Mr. Gary Wilkes, Department Supervisor, Hennepin Technical College-Brooklyn Park

Task Force on Curricular Review and Development

Mr. Leo G. Christenson, Research Analyst, State Council on Vocational Technical Education

Ms. Marge Frost, Curriculum Specialist, Red Wing Technical College

Mr. Thomas J. Girtz, Dean of Instruction, Brainerd-Staples Regional Technical College

Ms. Barbara Ann Herrmann, Instructional Design and Delivery Specialist, State Board of Technical Colleges

Mr. Larry A. Lundblad, Dean of Curriculum, Mankato Technical College

Mr. Ronald L. McKeever, Director of Food Service and Transportation, Dakota County Technical College

Mr. Peter Merila, Vice President, St. Paul Technical College

Dr. John Mercer, Executive Director, State Council on Vocational Technical Education

Mr. Greg R. Meunier, Special Assistant to the Chancellor, State Board of Technical Colleges

Mr. Paul Molick, Dean of Business Affairs and Plant Operations, Moorhead Technical College

Mr. Milt Paulsen, Jr., Registrar and Curriculum Specialist, Albert Lea Technical College

Ms. Sally Rappe, Campus Director, Brainerd-Staples Regional Technical College, Staples

Mr. Luther E. (Ted) Saunders, Supervisor of Instruction and Staff Development, Dakota County Technical College

Mr. Timothy O. Schreiner, Dean of Instruction, Winona Technical College

Mr. Dennis Schroeder, Associate Dean of Instruction, Hutchinson Technical College

Ms. JoAnn Simser, Curriculum Specialist, Anoka Technical College

Ms. Arlynne E. Wolf, Staff Development Supervisor, Dakota County Technical College

Mr. Joseph A. Zetah, Dean of Instruction, Minneapolis Technical College

---

NOTE: John W. Mercer prepared the Council report, Effective Advisory Committees Project: An Interim Report (1990). Dr. Mercer and Greg R. Meunier prepared the task force report entitled Fifty Indices of Effectiveness Regarding Program Advisory Committees in Minnesota's Technical Colleges: A Working Paper (1991).

Part Two: Fostering the Exchange of Ideas

Council Roundtable

The Council Roundtable is an annual public forum for the exploration and discussion of policies and practices affecting vocational technical education in Minnesota's high schools, secondary cooperative centers, and technical colleges.

Topics of discussion at roundtables reflect Council concerns and initiatives. Initially held in 1983, roundtables held prior to the current biennium addressed the marketing of educational programs (1984), curricular restructuring and governance of the technical institutes (1985), equity for targeted populations (1986), the purpose of program advisory committees in the high school (1987), and the legislative perspective on vocational education issues (1988).

Like the 1987 roundtable, the 1989 roundtable, "The Effective Advisory Committees Project: Setting the Stage for the Next Step," dealt with the program advisory function. However, the 1989 roundtable presented the subject in much greater depth, reflecting the experience of the Council during the previous two years with the Effective Advisory Committees Project. The roundtable lasted two days and featured more than a dozen speakers and panelists with expertise in one or more aspects of program advisory committees. Topics included the history and goals of the Effective Advisory Committee Project; a model of the roles and responsibilities of staff and program advisors in vocational program development, particularly at the technical college level; a case study of a state curriculum task force; and several panel discussions.

The 1990 roundtable, "Cultural Diversity and the Technical Colleges: Leadership and the Bottom Line," featured a discussion on the expectations and accomplishments of the Task Force on Cultural Diversity of the Minnesota Technical College System, a keynote address on leadership in cultural diversity initiatives, and a perspective on the demographics of diversity in Minnesota. The roundtable also included four presentations entitled "Opening the Window of Opportunity for Minnesota Persons of Color," "Cultural Diversity from the Perspective of Women: Expectations of the Technical Colleges," "Asian-Pacific Minnesotans in the Technical Colleges: Refugees and Diversity," and "Cross-Cultural Communication: A Black Perspective in Higher Education."

Annual Joint Meeting of the Council with the State Board of Technical Colleges and the State Board of Education

The discussion at the 1989 annual meeting of the Council with the State Board of Technical Colleges and the State Board of Education focused on issues of cultural diversity at school and work.

The topic of the joint annual meeting in 1990 was "Tech Prep in Minnesota: Opportunities and Challenges for the 1990s." Tech prep is a congressional initiative under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 to make the United States more competitive in the world economy through an articulated four-year educational program beginning in the high school. The purpose of the informational joint annual meeting was to identify and address issues regarding the development and implementation of tech prep education programs in Minnesota.

Leadership Forum

In 1990, the Council conducted a Leadership Forum with 22 technical college presidents which focused on two questions regarding student support services and certification for graduating students. Specifically, the presidents were asked:

- What are the most critical issues regarding the delivery of student support services in the restructured technical colleges? How adequately are student support needs currently being met? What do you consider to be (a) the most important short-term concern and (b) the most important long-range concern?

- What arguments would you offer to support or reject the implementation by the Minnesota Technical College System of its own or a national certification program for graduating students?

Town Meeting

To enhance effectiveness in gathering information, the Council holds town meetings at which members of the public are encouraged to express their interests and concerns about vocational technical

education in Minnesota. In 1991 the Council held a town meeting in St. Paul, requesting those testifying to address initiatives affecting high schools, i.e., movement to an outcome-based system, implementation of the restructured secondary vocational model, and development of tech prep in Minnesota. In addition, the Council was interested in public comment on the vision for the technical colleges expressed in Campaign 2001.

Communique

Communique is the Council's newsletter. The newsletter reports Council research, recommendations, and other activities and published articles on topics of concern to vocational educators and policymakers. Regular features include **Vantagepoint**, a column by the Chancellor of the Minnesota Technical College System, and **Commentary**, a series of guest columns and editorials on a variety of public policy issues.

The newsletter is distributed to state and local education policymakers and leaders in agriculture, business, industry, labor, and education in Minnesota.

Volume 8, consisting of two double issues, and Volume 9, consisting of three issues, were published in the current biennium. The contents of each issue are briefly described below.

- Vol. 8, Nos. 1 & 2 (Fall, 1989-Winter, 1990) reported on the Council's 1989 Roundtable, "The Effective Advisory Committees Project: Setting the Stage for the Next Step." The issue included a **Vantagepoint** and two **Commentary** columns on advisory committees as well as articles presenting a history of the Council's Effective Advisory Committees Project, a model of roles and responsibilities of staff and program advisors in vocational program development, and a case study of a state curriculum task force.

- Vol. 8, Nos. 3 & 4 (Spring and Summer, 1990) contained four articles entitled "Common Curriculum Core Developed for Electronics"; "Cultural Diversity in Education is a Gift, Not a Burden, Council Told"; "Office of Educational Leadership Develops Ambitious Agenda for Educational Change"; and "Who Succeeds? Women in Nontraditional Career Training Programs."

- Vol. 9, No. 1 (Fall, 1990) reported on the Council's 1990 Roundtable, "Cultural Diversity and the Technical Colleges: Leadership and the Bottom Line." Articles included the following: "Council Sponsors Roundtable on Diversity," "Expectations and Accomplishments of the Task Force on Cultural Diversity of the Minnesota Technical College System," "Cultural Diversity and the Technical Colleges: Leadership and the Bottom Line," "The Demographics of Diversity: A Minnesota Perspective," "Opening the Window of Opportunity for Minnesota Persons of Color," "Cultural Diversity from the Perspective of Women: Expectations of the Technical Colleges," "Asian-Pacific Minnesotans in the Technical Colleges: Refugees and Diversity," and "Cross-Cultural Communication: A Black Perspective in Higher Education."

- Vol. 9, No. 2 (Winter, 1991) contained a **Vantagepoint** offering a "glimpse of the future" for technical colleges; a **Commentary** on educational leadership styles; summaries of four new Council research and policy reports on vocational education opportunities for Minnesotans with disabilities, state and federal funding and spending patterns, Perkins-JTPA coordination, and apprenticeship programs; and four articles entitled "Patricia Aburdene Provides an 'Up-close Look' at *Megatrends 2000,*" "National Commission on Children Holds St. Paul Hearings on Building a Productive Labor Force," "An Update on the Common Curriculum Core for Electronics Programs in Minnesota's Technical Colleges," and "A Profile of Carole M. Johnson."

- Vol. 9, No. 3 (Spring, 1991) included several reports of presentations given at the 1990 annual joint meeting of the State Council on Vocational Technical Education, the State Board of Technical Colleges, and the State Board of Education. The theme of the meeting was "Tech Prep in Minnesota: Opportunities and Challenges for the 1990s." Articles on tech prep were "Wherefore Technology Competence?" "Tech Prep in Minnesota: Opportunities and Challenges for the 1990s," "Tech Prep in Minnesota: Key Issues Regarding Implementation," and "Tech Prep in Minnesota: Purpose and Membership of the Task Force on Tech Prep." The issue also contained a **Vantagepoint** entitled "Campaign 2001: Our

Mission is Working" and an article entitled "French Students Learn in Auto Mechanics."

Note: Caryl B. Bentley is the managing editor of ***Communique.***

Part Three: Honoring Achievement and Service

Outstanding Student Award

The Council's Outstanding Student Award recognizes student achievement in vocational programs offered in Minnesota. Award recipients have (a) demonstrated a high degree of competence in their chosen occupational fields and (b) displayed initiative and self-reliance. Recipients are listed below.

1985
Richard M. Wilkinson
Duluth Technical College

Henry M. Kauffman
Duluth Technical College

1986
Sharon Yde Johnson
Brainerd Technical College

Julie Butler
Moorhead Technical College

1987
Troy A. Peterson
Cambridge High School

James E. Jarvi
Hibbing Technical College

Kevin R. Domogalla
Hennepin Technical College

1988
Jeanette Connie Beyer
Albert Lea Technical College

Evelyn Stodola
Hennepin Technical College

1989
Daniel R. DiBrito
Moorhead Technical College

Gerald F. Mullen
Northeast Metro Technical College

1990
Mary Kathryn Anderson
Northeast Metro Technical College

Damon R. Gammon
Rosemount High School

RaAnna Stanley Pestorious
Albert Lea Technical College

Brian L. Tranby
East Grand Forks Technical College

Distinguished Service Award

The Council's Distinguished Service Award recognizes service provided by individuals and groups to vocational technical education in Minnesota. Award recipients have (a) contributed exemplary support or services, (b) been responsible for the design and implementation of innovative programs or approaches resulting in program improvement, or (c) established programs or policies to enhance opportunities available to students, including their employment. Recipients are listed below.

1985
3M Company

Gordon I. Swanson
University of Minnesota

Leonard G. Rado
Control Data Corporation

1986
St. Paul Building and Construction Trades Council

Arthur E. Vadnais
National Council on Vocational Education

1987
Dennis D. Wain

Northeast Minnesota Office of Job Training, Hibbing

1988
Darryl Boppre
Burger King Corporation

Lake City Refugee Resettlement Committee

1989
Nan Skelton
Minnesota Department of Education

1990
Joseph P. Graba
Minnesota Higher Education Coordinating Board

St. Paul Inter-Agency Transitions Committee

Jane Preston Award

The Council's Jane Preston Award honors the memory of Jane Preston and her lifelong endeavor to promote human dignity in education and the workplace. The award recognizes the sustained work of individuals and groups in providing leadership for cultural diversity in vocational technical education. Recipients are listed below.

1985
Elroy W. Burgeson
Granite Falls

1986
Mary E. Ryland
Duluth

1987
Marjorie Thompson
Albert Lea

1988
Karen Halvorson
Anoka Technical College

1989
Marlene Johnson
Lieutenant Governor
State of Minnesota

Partners in Progress Award

The Council created the Partners in Progress Award in 1988 to recognize the collective service of individuals as members of vocational advisory committees in Minnesota's high schools, secondary cooperative centers, and technical colleges. Advisory committees are honored on the basis of their contributions to the advancement of quality programs, services, and activities that benefit the diverse constituencies served by vocational technical education in Minnesota. Recipients are listed below.

1988
General Advisory Committee
Albert Lea Technical College

1989
Rochester General Advisory Committee for Secondary Vocational Education, Rochester Public Schools

1990
Respiratory Care Practitioner Advisory Committee, East Grand Forks Technical College

Council Membership, 1990-1991

The Council comprises 13 members appointed by the Governor. The members are broadly representative of citizens throughout the state who have an interest in vocational technical education.

Seven members represent the private sector interests of agriculture, business, industry, and labor. It is from the private sector representation that the Council selects its president. The other six members represent secondary and postsecondary institutions, career guidance and counseling organizations, special education, and populations with special needs.

The 15 people who served on the Council between July 1, 1989, and June 30, 1991, are described below.

Tommie L. Bougie. Rush City, Chisago County, Congressional District 8. Appointed 1988; reappointed 1990; resigned 1990. Co-founder and co-owner of DuBois Distributing, Inc., a wholesale company that markets and sells frozen food products. Represented small business enterprises. Council service: Committee on Policy Assessment, 1988-1990. Committee on Program Operations, 1989-1990.

W. James Corbett. Minneapolis, Hennepin County, Congressional District 5. Appointed 1986; reappointed 1988. Current term expires 1992. Financial secretary-treasurer, Minneapolis Plumbers Local 15, AFL-CIO, and supervisor of apprenticeship for the Minneapolis Plumbers Joint Journeyman and Apprentice Training Committee. Represents the labor movement. Council service: Executive Committee, 1988-1991; vice chair, 1989-1990; chair; 1990-1991. Committee on Program Operations, 1986-1988; vice chair, 1988-1989. Committee on Support Services, 1990-1991. President-elect, 1989-1990; President, 1990-1991.

Beverly J. Dougherty. Willmar, Kandiyohi County, Congressional District 2. Appointed 1985; reappointed 1987; resigned 1990. Owner and operator, B.J. Originals and Pioneer Workroom, Willmar. Council service: Executive Committee, 1986-1989; vice chair, 1988-1989; chair, 1989-1990. Committee on Program Operations, 1985-1990; chair, 1986-1988. President-elect, 1988-1989; President, 1989-1990.

Gerrie A. Driessen. Big Lake, Sherburne County, Congressional District 6. Appointed 1982; reappointed 1985. Current term expires 1993. Vice-president, Anoka Technical College. Represents educational institutions. Council service: Executive Committee, 1983-1991. Committee on Support Service, 1982-1991; vice-chair, 1982-1983. Committee on Program Operations, 1989-1991; chair, 1989-1991. Special Committee on the 1986 Central States Conference, 1986-1987; vice chair, 1986-1987; Special Committee on Effective Advisory Committees, 1989-1991, vice-chair, 1989-1991.

Mary A. Grafton-Krogh. Winona, Winona County, Congressional District 1. Appointed 1990, reappointed 1991. Current term expires 1994. Business operations manager for the southeast region and the principal manager for the Winona area of Northern States Power Company. Represents business and industry. Council service: Committee on Program Operations, 1990-1991; Committee on Support Services, 1990-1991.

Andrea J. Hayden. St. Paul, Ramsey County, Congressional District 4. Appointed 1990. Current term expires 1992. Senior systems programmer/team leader for UNISYS Corporation, Roseville. Represents business and industry. Council service: Committee on Program Operations, 1990-1991; vice chair, 1990-1991. Committee on Policy Assessment, 1990-1991.

Christine M. Hunter. Minneapolis, Hennepin County, Congressional District 5. Appointed 1986; resigned 1990. Program coordinator for the Clinic on Attention and Learning Disorders in the Department of Child and Adolescent Psychiatry and the University of Minnesota Hospital, Minneapolis. Represents special education. Council service: Committee on Policy Assessment, 1986-1991; chair, 1990-1991. Committee on Support Service, 1988-1989. Special Committee on Effective Advisory Committees, 1989-1991.

Henry J. Kalis. Walters, Faribault County, Congressional District 1. Appointed 1987. Term expired 1991. Farmer, Faribault and Freeborn Counties; member, Minnesota House of Representatives. Represents agriculture. Council service: Committee on Support Service, 1989-1990. Committee on Support Services, 1990-1991.

Dale M. Neppel. East Grand Forks, Polk County, Congressional District 7. Appointed 1980, reappointed 1983, 1985, and 1988. Current term expires 1992. Student services coordinator, East Grand Forks Technical College, East Grand Forks. Represents career guidance and counseling organizations. Council service: Executive Committee, 1985-1989. Committee on Program Operations, 1980-1985. Committee on Policy Assessment, 1985-1989; chair, 1985-1989; vice chair, 1989-1991. Committee on Support Service, 1990-1991. Special Committee on Effective Advisory Committees, 1989-1990.

Warren E. Phillips. Chanhassen, Carver County, Congressional District 3. Appointed 1981; reappointed 1984, 1985, and 1989. Current term expires 1993. Vice-chair of the Board of Trustees, Dunwoody Institute, Minneapolis; president, 1978-1989. Represents educational institutions. Council service: Executive Committee, 1985-1986; 1987-1991. Committee on Support Services, 1981-1989; chair, 1985-1986, 1987-1991. Special Committee on the Central States Conference, 1986-1987; chair, 1986-1987. Special Committee on Effective Advisory Committees, 1989-1991.

G. David Sayre. Brooklyn Park, Hennepin County, Congressional District 6. Appointed 1987. Term expired 1991. President, Anoka Technical College. Represents educational institutions. Council service: Committee on Program Operations, 1987-1988. Committee on Policy Assessment, 1988-1991; vice chair, 1988-1989; chair, 1989-1990. Special Committee on Effective Advisory Committees, 1989-1991.

Gloria M. Skeet. Maplewood, Ramsey County, Congressional District 4. Appointed 1985; reappointed 1988. Current term expires 1992. Vocational advisor, Minneapolis Technical College, Minneapolis. Represents special needs populations. Council service: Committee on Policy Assessment, 1985-1988; vice chair, 1987-1988. Committee on Support Services, 1988-1989; vice chair, 1988- 1989.

Jim M. Vickerman. Tracy, Murray County, Congressional District 2. Appointed 1989. Current term expires 1993. Farmer, Murray County, and member of the Minnesota Senate since 1986. Represents agriculture. Council service: Committee on Policy Assessment, 1989-1991. Committee on Program Operations, 1989-1991. Executive Committee, 1990-1991; vice chair, 1990-1991. President-elect, 1990-1991.

Linda L. White. St. Paul, Ramsey County, Congressional District 4. Appointed 1983; reappointed 1985 and 1988. Resigned 1991. President, First Bank West Broadway. Represents business and industry. Council service: Committee on Program Operations, 1990-1991. Executive Committee, 1985-1989; chair, 1985- 1986 and 1987-1988; vice chair, 1986-1987. President-elect, 1986-1987. President, 1985-1986 and 1987-1988.

Robert L. Widerski. Roseville, Ramsey County, Congressional District 4. Appointed 1983; reappointed 1985, 1986, and 1990. Current term expires 1994. Director of training, St. Paul Plumbers Joint Apprenticeship Committee, St. Paul. Represents the labor movement. Council service: Executive Committee, 1986-1989; vice chair, 1987-1988; chair, 1988-1989. Committee on Support Services, 1983-1991; chair, 1986-1987. Special Committee on the 1986 Central States Conference, 1986-1987. Special Committee on Effective Advisory Committees, 1989-1991; chair, 1989-1991. President-elect, 1987-1988. President, 1988-1989.

~ ~ ~ ~ ~

John W. Mercer. Dr. Mercer is the Executive Director of the Council, a post he has held since 1982. Prior to his work with the Council, he held planning and policy analyst positions with the State Planning Agency, the University of Minnesota, and Macalester College. Dr. Mercer holds a Ph.D. in educational policy studies and administration from the University of Minnesota and has taught political science at state universities in Wisconsin and Nebraska.

During the current biennium, Dr. Mercer chaired five Council task forces: (a) the Task Force on Technology Competence, (b) the Task Force on High School Career Planning and Development, (c) the Task Force on Effective Advisory Committees in the Technical Colleges, (d) the Task Force on Effective Advisory Committees for Secondary Vocational Education, and (e) the Task Force on Curricular Review and Development.

He also served as member of the Research Advisory Committee to the Office of Educational Leadership established by the Legislature to advance the implementation of outcome based education in the state. Service to the Minnesota Department of Education also included membership on the Strategy Design Group for Secondary Vocational Education.

Dr. Mercer worked with the State Board of Technical Colleges on several initiatives during this biennium. Service to the Minnesota

Technical College System included membership on (a) the Task Force on Cultural Diversity, (b) the Task Force on Accreditation Standards, and (c) the General Studies Advisory Committee.

Council Responsibilities

The Council advises the Governor, the State Board of Technical Colleges, the State Board of Education, the Governor's Job Training Council, the business community, the general public, and the U.S. Congress and Secretaries of Education and Labor.

The Council's responsibilities to the Governor, the education governing boards, the business community, and the general public include reporting and advising on:

- Policies Minnesota should pursue to strengthen vocational technical education, with particular attention to programs for persons with physical, mental, and sensory disabilities; and
- Initiatives and methods the private sector could undertake to assist in the modernization of vocational technical education.

The Council's responsibilities to the Governor, the Governor's Job Training Council, the education governing boards, and the U.S. Secretaries of Education and Labor include:

- Evaluation of the program delivery systems assisted under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act in terms of their adequacy and effectiveness in achieving their respective purposes; and
- Recommendations on the adequacy and effectiveness of the coordination between job training and vocational programs.

Additional Council reponsibilities to the education governing boards include:

- Consultation on the annual state program plan for vocational technical education;
- Consultation on the establishment of program evaluation criteria;
- Consultation on the establishment and operation of the state technical committees which advise the Council and Boards on the development of model curricula to meet Minnesota's labor market needs;
- Analysis of the distribution of spending for vocational programs, including the distribution of federal assistance between secondary and postsecondary programs, and of the availability of vocational programs, services, and activities within Minnesota;
- Reporting on the extent to which equity and access to quality vocational programs is provided for:
  - (a) persons with physical, mental, and sensory disabilities;
  - (b) persons with social, economic, and educational disadvantages;
  - (c) adults in need of training and retraining;
  - (d) single parents;
  - (e) homemakers;
  - (f) incarcerated criminal offenders; and
  - (g) participants in programs designed to eliminate sex bias and stereotyping in vocational technical education
- Recommendations on vocational programs which emphasize the use of business concerns and labor organizations; and
- Recommendations on procedures to ensure and enhance the participation of the public in the provision of vocational technical education at the local level, particularly the participation of local employers and local labor organizations.

Former Councilors

Donald E. Ackland (1973-1979)	Lake Crystal
Willie F. Adams (1972-1977)	St. Louis Park
Charles H. Alvarez (1974-1977)	Pine City
David L. Arneson (1978-1981)	Minneapolis
Carol L. Batsell (1977-1978)	Minneapolis
Barbara S. Beerhalter (1983-1985)	Minneapolis
Clifford A. Benson (1984-1985)	Circle Pines
LaVonne L. Berg (1979-1981)	Litchfield
Robert E. Bergstrom (1974-1978)	Minneapolis
Edwin E. Bieker (1973-1978)	Redwood Falls
Rosemary J. Biel (1973-1975)	Ortonville
Michael J. Bjerkesett (1984)	Minneapolis
John E. Boland (1971-1972)	Maplewood
Tommie L. Bougie (1990)	Rush City
Kathleen Bowman (1977)	Minneapolis
Bernard L. Brommer (1982-1985)	Oakdale
Gertrude Buckanaga (1974-1978)	Minneapolis
Verona D. Burton (1984-1985)	Mankato
John A. Butler (1969-1976, 1979-1982)	Richfield
Robert J. Cabillot (1986-1988)	Duluth
Harry Carlson (1971-1975)	Cloquet
Mabel E. Cason (1969-1977)	St. Paul
Mary E. Catherwood (1985)	Willmar
Mary J. Cheese (1979-1985)	Eagan
Marvin J. Chmelik (1987)	Faribault
Rosemary Christensen (1973-1975)	Bloomington
Wesley W. Cochrane (1980-1982)	Stillwater
Jose Cortez (1977-1979)	Inver Grove Heights
Ruth Crassweller (1969-1972)	Duluth
F. B. Daniel (1983)	Mendota Heights
Carlyle Davidsen (1971-1974)	Coon Rapids
Eugene Dawson (1972-1973)	Eveleth
Mark B. Dayton (1983-1985)	Minneapolis
George P. DeLong (1969-1976)	St. Paul
Beverly J. Dougherty (1985-1990)	Willmar
James M. Dredge (1975-1977)	Minneapolis
John Drew (1982)	St. Paul
Oliver H. Dunn (1969-1972)	St. Louis Park
Kent E. Eklund (9179-1980)	St. Paul
Mark S. Enge (1980-1981)	Red Wing
Michael K. Erickson (1978-1979)	Roseville
Michael F. Ettel (1977-1980)	St. Paul
Brian S. Fahey (1983)	St. Paul
Roy J. Fishbeck (1973-1975)	St. Paul
Roxana R. Ford (1969-1971)	St. Paul
Dennis R. Frederickson (1982-1984)	Morgan
Lyle D. Frerichs (1977-1980)	St. Paul
Bettie M. Friberg (1972-1980)	St. Paul
W. Fred (Duke) Fuehrer (1982-1985)	Maplewood
Rudella M. Fuller (1977-1979)	North Mankato
George H. Gehling (1973-1974)	Grand Meadow
Carl R. Gerber (1969-1971)	White Bear Lake
Donald R. Gessner (1969-1972)	Duluth
Curtis O. Gniffke (1985-1987)	Hayward
James S. Griffin (1984-1985)	St. Paul
Bruce W. Hadler (1975-1976)	Red Wing
Rodney W. Hale (1970-1979)	Cottage Grove
Donald C. Hamerlinck (1983-1987)	St. Cloud
Richard Hamilton (1972-1974)	Willmar
Dorothea E. Harris (1981-1983)	Minneapolis
Nicholas J. Hasselfeldt (1977-1980)	St. Cloud
Robert C. Hedin (1982-1985)	Hutchinson
Clifford E. Helling (1980-1982)	New Hope
Lee Herman (1969-1972)	Stillwater
Robert Hermann (1973-1978)	Litchfield
William T. Hickok (1969-1973)	South St. Paul
Edward G. Hill (1980-1983)	Burnsville
Edward P. Hudoba (1971-1975)	Minneapolis
A. Edward Hunter (1969-1971)	St. Paul
Christine M. Hunter (1986-1990)	Minneapolis
Carla E. Johnson (1979-1980)	Minnetonka
Ron Johnson (1981-1984)	Springfield
Rose M. Johnson (1978-1979)	Duluth
Henry J. Kalis (1987-1991)	Walters
Harry W. Kane (1972-1976)	Minneapolis
David E. Kingsbury (1979-1985)	Bemidji
Marjorie L. Kirchoff (1981-1983)	Freeborn
Larry Kitto (1973-1977)	Bemidji
Elmer Kivimaki (1973-1974)	Virginia
Verna Klein (1969-1971)	Pine River
Louis J. Langer (1979-1982)	West St. Paul
Lyall P. Larson (1971-1972)	Sargeant
Walter E. Larson (1981-1985)	Worthington
Alex J. Laveau (1984-1985)	Wrenshall
William J. Lawrence (1971-1972)	Bemidji
Alfred A. Lease (1974-1975)	St. Cloud
Sherrie Lindborg (1972-1975)	St. Louis Park
Georgia (Ricky) Littlefield (1978-1985)	Shorewood
June Long (1980-1986)	Brooklyn Park
Sulo Lundgren (1974-1976)	Silver Bay
Duane R. Lund (1969-1972)	Staples
Joseph F. Malinski (1977-1980)	New Prague
Thomas J. Mangan (1971-1972)	Anoka
Alfons E. Maresh (1972-1978)	West St. Paul
Raymond W. Mayotte (1977-1979)	Bemidji
Keith N. McFarland (1969-1971)	St. Paul

Daniel G. McPherson (1979-1981)	Long Lake
Donald C. Metz (1972-1974)	Marshall
Theresa Miklavsich (1978-1981)	Aurora
Steve J. Monrean (1977-1978)	Detroit Lakes
Paul A. Muller (1971-1976)	Minneapolis
Michael J. Mulrooney (1982-1983)	Coon Rapids
James G. Nash (1977-1979)	St. Paul
Bruce G. Nelsen (1980-1982)	Staples
Zelma W. Nelson (1977-1979)	Richfield
Charles F. Nichols (1970-1976)	Brooklyn Center
Nathaniel Ober (1971-1972)	Minneapolis
Tom O'Brien (1971-1972)	Brainerd
James W. Olinger (1978-1981)	Fairmont
Ronald E. O'Neal (1976-1977)	Cottage Grove
Harold M. Ostrem (1969-1971)	South St. Paul
Paul P. Overgaard (1969-1970)	Albert Lea
Yasmin Elvia Overlid (1979-1982)	Eagan
Marlene A. Palkovich (1979-1985)	Maplewood
Phillip T. Peichel (1972-1974)	Bloomington
James Pengra (1978-1981)	Jackson
John D. Peterson (1969-1971)	Minneapolis
Randolph W. Peterson (1983-1985)	Wyoming
William R. Peterson (1985)	St. Paul
Oliver Perry (1969-1970)	Minneapolis
Jane Preston (1977-1983)	White Bear Lake
Mel Ptacek (1979-1985)	Owatonna
E. W. Quirin (1974-1975)	Rochester
Mary C. Ray (1972-1975)	Fridley
Mary Jo Richardson (1981-1982)	St. Paul
Erick Robbins (1971-1972)	Minneapolis
Carolyn Rodriguez (1983-1985)	Apple Valley
Mary E. Ryland (1981-1986)	Duluth
Beverly A. Sande (1979-1985)	Bemidji
Marianne Satre (1978-1981)	Grygla
Burleigh E. Saunders (1969-1972)	St. Paul
G. David Sayre (1987-1991)	Brooklyn Park
Arthur M. Schultz (1980-1983)	Anoka
Edna Schwartz (1972-1974)	St. Paul
Gregg D. Shaleen (1977-1978)	Chisago City
Charles A. Shryer (1976-1977)	Hutchinson
Ray L. Solem (1971-1976)	St. Paul
Lyle C. Sorum (1979-1983)	Apple Valley
Joan Spector (1983-1985)	Minneapolis
David C. States (1972-1976)	Minneapolis
Hester M. Stone (1979-1982)	Minneapolis
LeRoy A. Stumpf (1985-1989)	Plummer
James C. Swanson (1972-1980, 1983-1985)	Richfield
Dorothy Thompson (1972-1977)	Minneapolis
Ordean Thompson (1974-1978)	East Grand Forks
Francisco J. Trejo (1982-1985)	St. Paul
Barbara K. Trombley (1979-1982)	Minneapolis
Darcey Traux (1972)	Minneapolis
Robert P. Van Tries (1982-1984)	West St. Paul
Richard F. Weatherman (1969-1970)	Minneapolis
Sharon L. Wemlinger (1978-1979)	Maplewood
Linda L. White (1985-1990)	St. Paul
Ralph S. Whiting (1977-1979)	St. Paul
C. J. Wiersma (1971-1972)	Pipestone
Charles F. Wrobel (1979-1981)	Bayport
Ann Zweber (1973-1977)	Duluth

Council Publications, 1989-1991

1990 Leadership Forum and 1991 St. Paul Town Meeting.

Career Planning and Development Activities in Minnesota's High Schools. 1991.

Communique, Vols 8-9, 1989-90 and 1990-91. .

Coordination of Apprenticeship and Technical College Programs in Minnesota: Report and Recommendations. 1990.

Developing Entrepreneurial Competence Among Minnesota's Technical College Students. 1989.

Directory. 1989-90 and 1990-91.

Effective Advisory Committees Project: An Interim Report. 1990.

Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges: A Working Paper. 1991.

Perkins-JTPA Evaluation: Evaluation of Adequacy, Effectiveness, and Coordination for the Three Years Ending June 30, 1990. 1991.

Review and Comment on the State Plan for Vocational Technical Education in Minnesota's High Schools, Secondary Cooperative Centers, and Technical College for FY 89 and FY 90.

State and Federal Funding and Spending Patterns for Secondary and Postsecondary Vocational Technical Education in Minnesota. 1990.

Technology Competence: Learner Goals for All Minnesotans. 1992.

Vocational Education Opportunities for Minnesotans with Disabilities: Recommendations and Commendations. 1989.

Logo

The Council's logo is an abstract representation of the citizen-councilors assembled at a round-table. Designed by a commercial art student at Alexandria Technical College, the design was selected in 1982 from 69 entries submitted by vocational students in Minnesota's high schools, secondary cooperative centers, and technical colleges. The Council made its selection on the basis of a recommendation by an advisory committee representing the graphic arts, public relations, and media industries in Minnesota.

Meetings

Council meetings are open to the public. Inquiries about meetings and other functions, as well as requests for reports and other publications, should be directed to:

Office of the Executive Director
State Council on Vocational Technical Education
17 West Exchange Street, Suite 407
St. Paul, Minnesota 55102

612/296-4202

Biennial Report of the State Council on Vocational Technical Education

for the period ending the last day of June, Nineteen Hundred Ninety-Three

1991-1993

Members

M. James Bensen
Thomas J. Berkner
Sue E. Boehland
W. James Corbett
Gerrie A. Dreissen
Kevin P. Goodno
Mary A. Grafton-Krogh
Andrea J. Hayden
Shelly Lee-Cleveland
Richard N. Lennes
Donna M. Lorix
Teresa E. Nelson
Dale M. Neppel
Warren E. Phillips
Rhoda D. Robinson
Gloria M. Skeet
Roy W. Terwilliger
Jim M. Vickerman
Robert L. Widerski

Officers

W. James Corbett
President, 1990-1991

Jim M. Vickerman
President, 1991-1992

John W. Mercer
Executive Director

Office of the Executive Director
State Council on Vocational Technical Education
366 Jackson Street, Suite 314
St. Paul, MN 55101

612/296-4202

An equal opportunity/affirmative action employer

Biennial Report of the State Council on Vocational Technical Education

for the period ending the last day of June,
Nineteen Hundred Ninety-Three

Compiled by Joan A. Davis

Edited by David P. Kilpatrick

State Council on Vocational Technical Education
366 Jackson Street, Suite 314
St. Paul, Minnesota 55101

© 1994. State of Minnesota, State Council on Vocational Technical Education. All rights reserved.

Contents

Preface iii

Part One: Major Projects 1
- Education and Employment Transitions 1
- Request for Proposal (RFP) 4
- Correctional Education 6
- Perkins-JTPA Evaluation 7
- Technology Competence 9
- Effective Advisory Committees in Technical Colleges 11

Part Two: The Exchange of Ideas 13
- Council Roundtables 13
- Joint Meeting of the Council with State Board of Technical Colleges and State Board of Education 13
- Town Meeting 14
- Communique 14

Part Three: Honoring Achievement and Service 17

Council Membership, 1991-1993 21

Council Responsibilities 25

Selected Council Publications 27

Preface

This report is to the Governor; the Legislature; the State Board of Technical Colleges; the State Board of Education; the Governor's Job Training Council; the U.S. Congress and Secretaries of Education and Labor; the state's agricultural, business, industrial, labor, and education communities; and the people of Minnesota.

Established under state and federal law, the State Council on Vocational Technical Education is designed to further public-private collaboration for the advancement of quality vocational programs responsive to labor market needs. The Council has statutory responsibilities for educational programs and services provided in elementary and secondary schools as well as in postsecondary institutions. The Council studies and makes recommendations on a broad range of policies and practices affecting vocational technical education, particularly programs offered in Minnesota high schools, secondary cooperative centers, and technical colleges.

This report presents a summary of the Council's work for the biennium ending June 30, 1993. It is designed to reflect the breadth and depth of the Council's responsibilities under state and federal law regarding Minnesota's high schools, secondary cooperative centers, and technical colleges.

Part one of the report summarizes Council projects, reports, and recommendations. Part two highlights Council initiatives to test ideas and promote their exchange. Part three presents Council efforts to recognize achievements in and contributions to vocational technical education in Minnesota. This report also includes a statement of the Council's responsibilities, brief biographies of the councilors who served during this biennium, and a bibliography of selected Council publications.

Part One: Major Projects

Education and Employment Transitions

The 1991 Legislature mandated that the State Council on Vocational Technical Education establish the Task Force on Education and Employment Transitions. The task force set forth its assumptions, characteristics and attributes, and recommendations for a system of education and employment transition in the report *Making the First Chance a Real Chance: Bridging Education and Work for All Minnesota Youth and Adults*.

The Legislature defined "education and employment transitions" as:

> those processes and structures that provide an individual with awareness of employment opportunities, demonstrate the relationship between education and employment and the applicability of education to employment, identify an individual's employment interests, and assist the individual to make transitions between education and employment." (Minnesota. Laws of Minnesota. 1991. Chap. 265, art. 8, sec. 16, subd. 1.)

The task force stated seven assumptions that undergird the characteristics and attributes of the statewide plan for education and employment transitions.

- All individuals can learn and become participating and contributing members of society.
- All individuals need to develop and continually improve their knowledge, skills, and personal qualities to meet their employment and life goals.
- The system for education and employment transitions is responsible for meeting individual needs. The individual is responsible for taking advantage of the opportunities provided by the system.
- The public, private, and independent sectors--including parents, students, employers, educators, and other service providers--will work together to anticipate and address current, emerging, and future educational, workforce, economic, cultural, and demographic needs.
- All will work together in a constructive and ethical manner.
- Individuals of all ages can benefit from assistance in making education and employment transitions.
- There is a growing awareness of the value of collaboration as opposed to competition in how individuals and organizations relate to one another.

The task force developed eight statements regarding the characteristics and attributes it considered necessary for Minnesota to have a successful system for education and employment transitions. A successful system in sum:

- Prepares individuals to be participating and contributing members of society.
- Recognizes that all transitions are periods of uncertainty and vulnerability.
- Describes its processes and clearly communicates expectations and outcomes for all stakeholders.

- Is readily accessible by each stakeholder.
- Focuses on learning and learner outcomes rather than educational processes and structures.
- Builds learning experiences on the premise that learning is accelerated and retention, comprehension, and use are enhanced when related to life and work.
- Establishes credentialing processes and structures.
- Addresses current and anticipates new and emerging workforce needs to enhance economic growth and the creation of personally fulfilling work.

The Task Force on Education and Employment Transitions lists seven recommendations as the foundation for a systemic approach to transitions for all people.

- The State of Minnesota should create a comprehensive lifework development system.
- Under state policy directive, education, business, and labor should be collaboratively responsible for integrating work-based learning into lifework preparation for all learners.
- Each learning center should develop clearly defined and understood learning outcomes through a collaborative process involving stakeholders.
- The State of Minnesota should establish a system to encourage, provide, and reward lifelong learning and continuous improvement of all education providers.
- Under state policy directives, educators, health and human services providers, and employers should collaborate with learners and their families to provide them with coordinated services for education and employment transitions.
- Under state policy directives, education, business, and labor collaboratively should establish world-class performance standards for the education and employment transitions system.

Note: Leo G. Christenson and John W. Mercer compiled and edited this report.

Task Force on Education and Employment Transitions

Mr. Richard J. Anfang, Executive Secretary, St. Paul Building Trades Council, St. Paul

Dr. James E. Ashton, Vice President and General Manager, Naval Systems Division, FMC Corporation, Minneapolis

Ms. Lynne Batzli, Executive Assistant, Minnesota Department of Jobs and Training, St. Paul

Senator Tracy L. Beckman, Minnesota Senate, Bricelyn

Dr. M. James Bensen, President, Dunwoody Institute, Minneapolis

Dr. James M. Brown, Associate Professor and Director, Minnesota Research and Development Center for Vocational Education, University of Minnesota, St. Paul Campus

Commissioner R. Jane Brown, Minnesota Department of Jobs and Training, St. Paul

Ms. Nancy Christensen, Assistant Commissioner of Workplace Services Division, Minnesota Department of Labor and Industry, St. Paul

Dr. George H. Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, St. Paul Campus

Mr. Walter J. Cullen, Director of Faculty Development, Minnesota Community College System, St. Paul

Mr. Charles E. Curren, Director of Labor Standards, Minnesota Community College System, St. Paul

Mr. Allen J. Gerber, Executive Director, Minnesota Association of Cooperatives, St. Paul

Mr. Joseph P. Graba, Deputy Executive Director, Minnesota Higher Education Coordinating Board, St. Paul

Dr. Norena A. Hale, Manager, Curriculum Services Section, Minnesota Department of Education, St. Paul

Representative Dean Hartle, Minnesota House of Representatives, Owatonna

Ms. Barbara H. (Bobbie) Henrie, Director of Special Projects, Minnesota Technology, Inc., Minneapolis

Dr. Joseph A. Hobson, Superintendent, Pine City Public School District, Pine City

Chancellor Carole M. Johnson, State Board of Technical Colleges, St. Paul

Ms. Kris K. Knutson, Financial Assistance Specialist, Anoka County, Minneapolis

Ms. Beverly Kontola, Marketing Operations Manager, Liberty Check Printers, Inc., Mounds View

Mr. Thomas B. Kosel, Director, Minneapolis Drafting School, Minneapolis

Mr. David Krogseng, Minnesota Association of Private Postsecondary Schools, Minneapolis

Ms. BonnieRae Lowe, Employment and Training Coordinator, Minnesota Chippewa Tribe, Cass Lake

Commissioner Gene Mammenga, Minnesota Department of Education, St. Paul

Representative Carlos Mariani, Minnesota House of Representatives, St. Paul

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education, St. Paul

Mr. Greg R. Meunier, Special Assistant to the Chancellor, State Board of Technical Colleges, St. Paul

Representative Ken Nelson, Minnesota House of Representatives, Minneapolis

Senator Gen Olson, Minnesota Senate, Minnetrista

Mr. John Petraborg, Assistant Commissioner for Family Self-Sufficiency Services, Minnesota Department of Human Services, St. Paul

Mr. Paul Redin, Director of Career Counseling and Placement, Bethel College, St. Paul

Ms. Carmen Robles, Youth Apprenticeship Coordinator, Minnesota Department of Labor and Industry, St. Paul

Ms. Rhoda D. Robinson, Transition Specialist, ISD #709 - Duluth Public Schools, Denfeld High School, Duluth

Ms. Jacqui L. Shoholm, Program Manager, Job Creation and Training Section, City of St. Paul, St. Paul

Mr. Eugene W. Steele, 3M, Falcon Heights

Commissioner Natalie Haas Steffen, Minnesota Department of Human Services, St. Paul

Dr. Gavin M. Strand, Director, Career Planning and Placement Services, Winona State University, Winona

Mr. Benjamin C. Wright, Executive Director, Minnesota OIC State Council, St. Paul

Transitions Resource Team

Ms. Barb Anderson, Director, Quality Initiatives Division, Minnesota Department of Human Services, St. Paul

Ms. Lynne Batzli, Executive Assistant, Minnesota Department of Jobs and Training, St. Paul

Ms. Cheryl Boche, Business Internship Coordinator, Park Senior High School, Cottage Grove

Dr. James M. Brown, Director, Minnesota Research and Development Center for Vocational Education, University of Minnesota, St. Paul Campus

Mr. Leo G. Christenson, Senior Planner, State Council on Vocational Technical Education, St. Paul

Mr. Charles E. Curren, Director of Labor Standards, Minnesota Community College System, St. Paul

Dr. Jeanette R. Daines, Manager, Special Projects, State Board of Technical Colleges, St. Paul

Ms. Joan A. Davis, Administrative Fellow, State Council on Vocational Technical Education, St. Paul

Ms. Ann C. Grindland, Post-High School Planning Program Coordinator, Minnesota Higher Education Coordinating Board, St. Paul

Mr. James J. Hoskyn, Committee Administrator, Education Finance Division, Minnesota House of Representatives, St. Paul

Ms. Kristine Jacobs, Executive Director, JOBS NOW Coalition, St. Paul

Ms. Beverly Kontola, Executive Assistant, Minnesota Department of Jobs and Training, St. Paul

Mr. Drew Larson, Research Associate, Minnesota Technologies, Inc., Minneapolis

Ms. Alicia R. Phillips, Research Analyst, Research and Education Unit, Minnesota Department of Labor and Industry, St. Paul

Mr. Tom Rice, Executive Budget Officer, Minnesota Department of Finance, St. Paul

Mr. Craig Schoenecker, Research Associate, Minnesota Community College System, St. Paul

Mr. Nicholas L. Waldoch, Supervisor, Curriculum Services Section, Minnesota Department of Education, St. Paul

Dr. Maja Weidmann, Legislative Analyst, Senate Counsel and Research, Minnesota Senate, St. Paul

Request for Proposal (RFP)

The Council project, *Focus on Process Improvement: An Evaluation of the Use of the RFP Process in the Distribution of Federal Workforce Education Funds in Minnesota*, evaluated the efficiency and fairness of the RFP process for funds distributed by the Carl D. Perkins Vocational and Applied Technology Education Act (Perkins Act) and the Job Training Partnership Act (JTPA). This study of the RFP process arose from issues discovered during the Council's 1989 and 1991 biennial evaluation of the Perkins and JTPA delivery systems. Surveyed were 91 individuals who had responded to RFPs from technical colleges, community-based organizations (CBOs), and service delivery areas (SDAs). The Council (a) collected the opinions of RFP respondents about the RFP process, (b) came to conclusions about the process, and (c) made recommendations to improve the process.

From survey responses, the Council learned of:

- A need to improve the coordination of timelines, definition of data requested, and communication about the nature of the

RFPs, specifically:

- The RFP timelines are inconsistent from year-to-year with regard to dates for submission of proposals and for dispersal of funds.
- Clear and concise proposal directions make grant preparation easier.

- A need to improve the evaluation of funded programs with the goal that successful programs will be continued and knowledge about them shared.
  - The RFP process is designed to fund innovative programs to help target populations.
  - Evaluation of funded programs is necessary to determine their effectiveness.
  - The Perkins Act and JTPA assume programs that work will be continued.

- A need to improve the professional development process relative to RFPs.
  - Excessive effort should not be required to prepare a successful proposal.
  - Assistance from state agency staff helps to clarify grant requirements and processes.
  - Preparing a grant proposal is complicated and requires specific skills.

Based on these conclusions, the State Council on Vocational Technical Education made three recommendations to the State Board of Technical Colleges, the Minnesota Department of Education, the Governor's Job Training Council, the Minnesota Department of Jobs and Training, service delivery areas and local school boards.

- Simplify and align the RFP formats and requirements for all funding sources.

- Determine (a) the effectiveness of programs funded through the RFP process in achieving their stated objectives and (b) the capacity to replicate successful programs in other settings.

- Improve the professional development processes for the application and implementation of RFPs.

Note: Joan A. Davis researched this project

RFP Project Advisory Committee

Ms. Deena Allen, Associate Vice Chancellor, State Board of Technical Colleges, St. Paul

Dr. Larry Barnhart, President, St. Cloud Technical College, St. Cloud

Dr. James M. Brown, Director, Minnesota Research and Development Center for Vocational Technical Education, University of Minnesota, St. Paul Campus

Mr. Leo G. Christenson, Senior Planner, State Council on Vocational Technical Education, St. Paul

Dr. Jeanette R. Daines, Manager, Systems Development Unit, State Board of Technical Colleges, St. Paul

Ms. Joan A. Davis, Administrative Fellow, State Council on Vocational Technical Education, St. Paul

Mr. James Korkki, Acting Director JTPA, Minnesota Department of Jobs and Training, St. Paul

Mr. James W. Mecklenburg, Assistant Director, Wright Technical Center, Buffalo

Dr. John W. Mercer (Committee Chair), Executive Director, State Council on Vocational Technical Education, St. Paul

Mr. Bruce Nauth, Manager, JTPA/Education Coordination, State Board of Technical Colleges, St. Paul

Mr. Thomas Norman, Director, Dakota County Employment and Training Center, Rosemount

Mr. Charles Robinson, Program Specialist, Minnesota Department of Jobs and Training, St. Paul

Ms. Julie Smith, Director, Duluth Private Industry Council, Duluth

Mr. Nicholas L. Waldoch, Service Team Member, Cities of the First Class, Minnesota Department of Education, St. Paul

Mr. Kevin Wilkins, Director, CNS/Dislocated Workers Unit, Minnesota Department of Jobs and Training, St. Paul

Correctional Education

The Council studied the quality and scope of educational services in Minnesota's correctional facilities in order to fulfill requirements of the Perkins Act. In its report, *The Condition of Correctional Education in Minnesota: Toward a Vision for Learning*, the Council presented its findings, conclusions, and recommendations based on a survey of 57 vocational instructors and their supervisors in Minnesota's juvenile and adult, state and community corrections facilities and their 18 supervisors.

Specific Council conclusions from the study were:

- Failure to follow-up on recidivism, continuing education, and job acquisition rates of former inmates prevents the system from determining the programmatic quality of correctional education.
- Correctional education is only one of many variables that may reduce recidivism.
- The transfer and release of correctional students prior to program completion are the greatest barriers to vocational program completion.
- Correctional education would be improved by sustained, intensive transitional services immediately before and after release.
- Vocational education in the community corrections institutions is poorly defined. It lacks adequate funding and planning.
- Half of the vocational programs in correctional institutions have no advisory committees.
- A full range of special education needs are found in the adult and juvenile clients in correctional institutions.
- A lack of coordination in scheduling daily activities impedes successful vocational program completion.
- The monetary incentives to work in prison industries compete with educational programs.

Based on these conclusions the Council made the following recommendations:

- The Commissioner of the Minnesota Department of Corrections should recognize and accommodate the unique educational requirements of the learners with special needs served by correctional education.
- The Commissioner of the Minnesota Department of Corrections should establish and implement a system for the continuous improvement of correctional services that includes follow-up of the post-release outcomes of inmates, including recidivism and job placement.
- The Governor and Legislature should establish a statewide system of intensive and sustained transitional services for the incarcerated.
- The Commissioner of the Minnesota Department of Corrections should use evidence of inmates' demonstrated marketable employment skills as a key factor in determining releases and transfers. Pre-screening of vocational program applicants should include consideration of the probability that the potential student can finish the course, if so inclined.
- The Commissioner of the Minnesota Department of Corrections should institute a

process to develop leadership, vision, and strategic plans for vocational education and related services in institutions operated under the Community Corrections Act.

Note: Duane L. Rominger researched this project.

Advisory Committee to the Correctional Education Project

Mr. Dave Ardhoff, Education Supervisor, Boy's Totem Town, St. Paul

President Eugene Biever, Pine Technical College, Pine City

Dr. James M. Brown, Director, Minnesota Research and Development Center for Vocational Education, University of Minnesota, St. Paul Campus

Mr. Leo G. Christenson, Senior Planner, State Council on Vocational Technical Education, St. Paul

Mr. William Klundt, Education Director, MCF-Sauk Centre, Sauk Centre

Mr. Roger Knudson, Education Coordinator, Minnesota Department of Corrections, St. Paul

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education, St. Paul

Ms. Charlene Myklebust, On-Site Supervisor, Hennepin County Home School, Minnetonka

Mr. Scott Olson, Program Quality Control Specialist, State Board of Technical Colleges, St. Paul

Mr. Duane A. Rominger, Administrative Fellow, State Council on Vocational Technical Education, St. Paul

Mr. Nicholas L. Waldoch, Supervisor of Secondary Vocational Education Programs, Minnesota Department of Education, St. Paul

Ms. Eileen Welsh, Education Director, MCF-Oak Park Heights, Stillwater

Perkins-JTPA Evaluation

Congress requires the State Council on Vocational Technical Education to evaluate biennially the adequacy, effectiveness, and coordination of the delivery systems funded under the Perkins Act and the Jobs and Training Partnership Act.

The Council surveyed service delivery area (SDA) directors, secondary vocational directors, and technical college administrators regarding their opinions on the coordination of job training and vocational technical education programs. The Council found that the State Board of Technical colleges, the Governor's Job Training Council, and the SDAs met or exceeded all of the performance and coordination goals of the Perkins Act and JTPA for the categorical expenditures of federal monies.

In particular, the Council discovered:

- Many people found it difficult to respond in regards to coordination issues because JTPA legislation does not provide a working definition of coordination.
- A need to improve the distribution of policy and procedure information for obtaining Perkins and JTPA funds, including procedures for coordinating services once programs are funded.
- Different eligibility requirements between Perkins and JTPA programs make it difficult to coordinate programs.
- Inadequate staffing appears to result in ineffective coordination at the administrative level.
- Respondents were evenly divided about whether State Board of Education policies

and federal regulations are an obstacle to coordination.

- Discretionary Perkins and JTPA funds are often not sought because either the respondent is unaware of the process to obtain, or because the paperwork process is too difficult for the sum of money involved.

- Many secondary vocational directors stated that they have little or no direct opportunity for involvement with Perkins or JTPA funding.

The Council made three recommendations from its findings:

- The State Boards of Education and Technical Colleges and the Governor's Job Training Council should cooperatively develop a working definition of coordination based on exemplary coordination activities.

- The State Boards of Education and Technical Colleges and the Governor's Job Training Council should improve the knowledge and skills of secondary vocational directors in obtaining and using both Perkins and JTPA funds.

- The technical colleges should appoint representatives of private industry councils (PICs) to serve on their general and program advisory committees, and PICs should encourage representatives of the technical colleges to participate in their meetings.

Note: Brenda M. Dillon, Joan A. Davis, and Leo G. Christenson researched this project.

Perkins-JTPA Evaluation Project Roster

Mr. Loren P. Boyum, Director of Secondary Vocational Education, Mid-State Education District, Little Falls

Dr. James M. Brown, Director, Minnesota Research and Development Center for Vocational Education, University of Minnesota, St. Paul Campus

Mr. Leo G. Christenson, Research Analyst, State Council on Vocational Technical Education, St. Paul

Dr. George H. Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, St. Paul

Ms. Joan A. Davis, Research Assistant, State Council on Vocational Technical Education, St. Paul

Ms. Brenda M. Dillon, Research Assistant, State Council on Vocational Technical Education, St. Paul

Mr. James Korkki, Acting Director JTPA, Minnesota Department of Jobs & Training, St. Paul

Mr. John Lobben, President, Hennepin Technical College, Plymouth

Mr. Kenneth L. Eggert, Director of Student Support Services, Hennepin Technical College, Plymouth

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education, St. Paul

Ms. Jessie Montaño, Core Team Leader, Minnesota Department of Education, St. Paul

Mr. Bruce Nauth, Manager JTPA/Education Coordination, State Board of Technical Colleges, St. Paul

Mr. Thomas Norman, Director, Dakota County Employment and Training Center, Rosemount

Mr. Edward Retka, Program Cooordinator, Minnesota Department of Jobs & Training, St. Paul

Ms. Julie Smith, Director, Duluth Private Industry Council, Duluth

Ms. Kay Tracy, Director of Youth Programs, Minnesota Department of Jobs & Training, St. Paul

Mr. Nicholas L. Waldoch, Service Team Member, Cities of the First Class, Minnesota Department of Education, St. Paul

Technology Competence

The Task Force on Technology Competence was charged with answering two questions: (a) What should every Minnesota high school graduate know about technology? (b) How should education about technology be integrated into the curriculum of the elementary and secondary schools? In answering these questions, the task force advances the work of the Minnesota Department of Education to implement a contemporary vision for vocational education in Minnesota's schools. The vision was articulated in *A Restructured Model for Secondary Vocational Education*, the Department's report to the Governor and the 1989 Legislature. Central to the restructured model are five new curricular priorities calling for learning opportunities for all students in (a) career development, (b) work readiness, (c) preparation for family roles, (d) technical skills, and (e) technology competence.

The task force said technology competence means far more than learning with or about computers or the ability to use any device, machine, or tool. The task force said Technology Competence is:

> the ability of students to apply knowledge, tools, and skills to solve practical problems creatively, extend human capabilities, and evaluate the impact of technology on themselves and society.

Based on this definition, the task force developed the following learner goals for technology competence. To participate in the use, development, and evaluation of technology, the technologically competent graduate must:

- Demonstrate a systems view of technology and an appreciation for the interdependence of the social, political, economic, and ecological systems in which it operates.
- Assess the career, family, and personal development implications of technological change.
- Demonstrate positive attitudes toward continuous learning about technology.
- Demonstrate a global perspective with respect to technology, including an appreciation for its potential effects on cultures, geographic areas, and natural and built environments.
- Apply an historical perspective on technology to the evaluation of the development and use of new technologies.
- Gather information on technology and critically evaluate its utility and integrity.
- Apply diverse technologies to store, access, process, create, and communicate information needed to solve problems and satisfy personal needs.
- Apply legal principles and ethical conduct related to the use of technology.
- Demonstrate competency in mathematics, science, social sciences, communication, and computer skills through the analysis, design, and evaluation of technological systems.
- Analyze the potential of alternative technological systems either to solve problems or to extend human capabilities, or to do both.
- Assess the risks and benefits of technological developments from an ecological, economic, social, political, and personal perspective.
- Value human diversity and work as part of a team in defining technological problems and in suggesting, designing, and testing solutions to such problems.

- Use a variety of tools, materials, and equipment in solving problems and extending human capabilities.

- Develop and articulate positions on the relationship of technology to the common good and carry through with them.

In addition to the learner goals, the task force made five major findings:

- Technology is a pervasive force affecting all aspects of human endeavor. It deserves direct consideration throughout the curriculum, and should be part of the education of every student. Despite its importance to the well-being of society and individuals, technology is at present almost an afterthought in the education of most students.

- Technology competence is the ability of students to apply knowledge, tools, and skills to solve practical problems creatively, extend human capabilities, and evaluate the impact of technology on themselves and society. Development of technology competence can be part of learning in any subject matter area. Moreover, it should be.

- Technology competence implies more than learning with or about computers. It includes:
  - the ability to utilize the processes of problem solving, design, testing, and risk benefit analysis;
  - knowledge of the tools, materials, equipment, and other resources employed in the use and development of technology; and
  - an understanding of the legal, ethical, and moral dimensions of technological problems.

- Learning about technology affords students the opportunity to apply mathematics, science, social sciences, and the language arts. Learning about technology makes these subjects more relevant to life outside of school, potential career paths, and alternative futures.

- Technology competence is evidenced by a world view that includes:
  - an appreciation for the interdependence of technology and the social, political, economic, and ecological systems in which it operates
  - a positive attitude toward lifelong learning about technology
  - a global perspective on the use and development of technology
  - an understanding of the significance of technology to human development and history.

Task Force on Technology Competence

Ms. Laura L. BeMent, Business Teacher, Anoka Senior High School, Anoka

Dr. M. James Bensen, President, Dunwoody Institute, Minneapolis

Mr. Bruce A. Boraas, Senior Consultant, Digital Equipment Corporation, Bloomington

Dr. George H. Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, St. Paul

Ms. Karen Coune, Senior Publications Editor, General Mills, Inc., Minneapolis

Dr. Fred N. Finley, Associate Professor of Curriculum and Instruction, University of Minnesota, St. Paul Campus

Mrs. Mary A. Grafton-Krogh, Southeast Regional Manager, Northern States Power Company, Winona

Ms. Susan Hankner, Executive Director, Legislative Commission on Public Education, St. Paul

Ms. Carolynn Hiatt, President, Prosys Technologies, Inc., Burnsville

Mrs. Juanita Hoskins, Science Teacher, Ramsey Junior High School, St. Paul

Dr. Kerry Jacobson, Superintendent of Schools, Little Falls

Dr. Sally Gregory Kohlstedt, Professor and Associate Dean, Institute of Technology, Minneapolis Campus

Dr. Theodore Lewis, Assistant Professor of Vocational and Technical Education, University of Minnesota, St. Paul

Ms. Jeanne K. Lingbeck, Director of Secondary Vocational Education, Rochester Public Schools, Rochester

Ms. Christine M. Matuzek, Community Services and Education Director, Minnesota AFL-CIO, St. Paul

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education and Task Force Chair, St. Paul

Mr. Greg R. Meunier, Special Assistant to the Chancellor, State Board of Technical Colleges, St. Paul

Mr. Arnie L. Michalicek, Electronics Teacher, Wright Technical Center, Buffalo; and School Board Member, Maple Lake

Ms. Julie Bess Miller, Communications Director, Minnesota Farmers Union, St. Paul

Mr. Craig E. Oliver, Campus Director, Brainerd-Staples Regional Technical College, Brainerd

Mr. Scott T. Rodby, Mathematics and Industrial Technology Teacher, Monticello Senior High School, Elk River

Mr. Thomas Ryerson, Technology Education and Industrial Technology Specialist, Minnesota Department of Education, St. Paul

Dr. Anthony E. Schwaller, Professor and Chairperson, Department of Industrial Studies, St. Cloud State University, St. Cloud

Ms. Lori Pappas Sweningson, President, Job Boss Software, Inc., Edina (until 22 April 1991)

Mr. Nicholas L. Waldoch, Supervisor of Secondary Vocational Education, Minnesota Department of Education, St. Paul

Ms. Joan Wallin, Supervisor of Instruction Design, Minneaota Department of Education, St. Paul

Mr. Steven R. Watson, Director of Government Programs, National Computers Systems, Eden Prairie

Mr. Arnie J. Wentland, Senior Manufacturing Industry Specialist, International Business Machines, Plymouth

Dr. Eric E. Zilbert, Administrative Fellow, State Council on Vocational Technical Education, St. Paul

Effective Advisory Committees in Technical Colleges

Established in 1989, the Task Force on Effective Advisory Committees in the Technical Colleges advises the Council on the development of resource materials for the continuous improvement of program advisory committees in the technical colleges. The task force's 1991 publication, *Fifty Indices of Effectiveness Regarding Program Advisory Committees in the Technical Colleges*, has received national recognition. Field tests are currently in progress on resource materials based on the 50 indices. The leadership guide and member handbook are scheduled for completion during 1994.

Members of the Council visited eight technical college campuses to evaluate the quality of their general and program advisory committees:

- Minneapolis, November 4-5, 1991
- St. Cloud, December 10-11, 1991

- Hennepin - Brooklyn Park Campus, January 14-15, 1992
- Hennepin - Eden Prairie Campus, February 11-12, 1992
- Brainerd-Staples - Staples Campus, March 17-18, 1992
- Pine, April 7-8, 1992
- Anoka-Hennepin, January 13-14, 1993
- St. Paul, March 24-25, 1993

The Pine Technical College visit on April 7-8, 1992 marked the end of a five-year on-site evaluation cycle during which the Council evaluated the general and program advisory committees at all 34 technical college campuses.

As a result of its on-site evaluation work and other initiatives, the Council established the Work Group on the *Leadership Guide and Member Handbook* for the Effective Advisory Committees Project. This work group developed a draft *Leadership Guide* based on the Council's report, *Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges: A Working Paper*. The *Leadership Guide* provides college administrators, instructors, and advisory committees with processes to establish and manage effective advisory committees. The guide is currently being field tested at the following technical colleges:

(1) Hennepin
(2) Minnesota Riverland, Austin Campus
(3) Northwest, East Grand Forks Campus
(4) Pine
(5) St. Cloud
(6) South Central, Mankato Campus
(7) University of Minnesota, Department of Vocational Technical Education.

Work Group on the Leadership Guide and Member Handbook, Effective Advisory Committees Project

Ms. Carole M. Carlson, Advisory Committee Coordinator & Job Development/Placement Specialist, Hennepin Technical College, Plymouth

Mr. Leo G. Christenson, Senior Planner, State Council on Vocational Technical Education, St. Paul

Dr. George Copa, Professor and Chairperson, Department of Vocational and Technical Education, University of Minnesota, St. Paul

Ms. Brenda M. Dillon, Research Assistant, State Council on Vocational Technical Education, St. Paul

Ms. Jerlyn J. Jargo, Director, Respiratory Care Program, Northwest Technical College, East Grand Forks

Mr. Michael J. Lehn, Chair, Department of Transportation Technologies, St. Cloud Technical College, St. Cloud.

Dr. John W. Mercer, Executive Director, State Council on Vocational Technical Education, St. Paul

Ms. Mary Messimer, Vice President, South Central Technical College, Albert Lea

Mrs. Mary Jo Mettler, Accounting Instructor, Pine Technical College, Pine City

Mr. Jerry L. Monson, President, JLM & Associates, Owatonna

Dr. Roland Peterson, Professor of Agricultural Education, University of Minnesota, St. Paul.

Part Two: The Exchange of Ideas

Council Roundtables

The Council Roundtable is an annual public forum for the exploration and discussion of policies and practices affecting vocational technical education in Minnesota's high schools, secondary cooperative centers, and technical colleges.

The Council selects topics for discussion at roundtables that reflect current issues and initiatives in vocational technical education. Roundtables have addressed such topics as marketing of educational programs (1984), curricular restructuring and governance of the technical institutes (1985), equity for targeted populations (1986), the purpose of program advisory committees in the high school (1987), the legislative perspective on vocational education issues (1988), effective advisory committees (1989), and cultural diversity (1990).

The theme of the 1991 Roundtable of the State Council on Vocational Technical Education was "Total Quality Management: Its Meaning and Promise for Postsecondary Education." The keynote speaker was Dr. Lawrence A. Sherr, Chancellors Club Teaching Professor of Business at the University of Kansas. Two panel presentations on total quality management (TQM) accompanied Dr. Sherr's speech, one reflecting postsecondary education's experience with implementing TQM and one reflecting business' experience with implementing TQM.

Joint Meeting of the Council with State Board of Technical Colleges and State Board of Education

A joint meeting is scheduled yearly with the State Board of Technical Colleges, the State Board of Education and the Council. Presentations are on topics of mutual interest to all three groups.

The 1992 joint meeting featured the task force report *Technology Competence: Learner Goals for All Minnesotans*. The presentation consisted of panel discussions both on the report content and on the possibilities for implementation. Panelists defined the term *technology competence* as the ability of students to apply knowledge, tools, and skills to solve practical problems creatively, extend human capabilities, and evaluate the impact of technology on themselves and society.

The 1993 joint meeting presentation, *New Designs for the Comprehensive High School,* was given by Dr. George H. Copa, Chair of the Department of Vocational and Technical Education, Ms. Virginia H. Pease, project coordinator, and Mr. Bruce Jilk, educational architect with the firm of Hammel, Green, and Abrahamson. They discussed the characteristics of the 21st century comprehensive high school. The 21st century high school would have coherence and spirit, a curriculum that would integrates academic and vocational education, students who would acquire specific skills, and a policy that would use all community resources and technology for learning.

Town Meeting

To enhance effectiveness in gathering information, the Council holds town meetings at which members of the public are encouraged to express their interests and concerns about vocational technical education in Minnesota.

In 1992 the Council held a town meeting in Pine City and asked participants to address the following issues: (a) the merger of the technical colleges into multi-campus institutions, (b) outcome based education (OBE) legislative initiative and State Board of Education implementation, (c) the development and implementation of tech prep and other school-to-work programs, and (d) the implementation of the 1988 restructured secondary vocational model.

Over 40 people attended the Pine City Town Meeting. Many stressed the need for programs to provide high quality job skills to students who are not pursuing a baccalaureate degree. Several teachers emphasized that tech prep programs can help students learn technical skills while providing them with clear pathways into postsecondary education. Other meeting participants noted that programs like tech prep underscore the need for more comprehensive and integrated career planning and development functions in all levels of education. This also increases the need for private industry participation to prepare students for high skill, high wage jobs in growing sectors of the economy.

Several teachers supported the movement toward an outcome-based system of vocational technical education that rewards students for skill development rather than time spent in a particular class. However, there were concerns that universities would view applied courses as elective and, therefore, not applying to admission. This fails to recognize that the overwhelming number of new jobs will be technical in nature.

The 1993 town meeting, held in St. Paul, provided information on the question of what learners require of schools in today's world. Current public policy directives are changing and increasingly the schools are seen as needing to prepare students to be both citizens and workers.

Participants in the town meeting were selected by principals of 12 rural, suburban, and urban high schools located throughout Minnesota. Each principal selected at least one male and one female student and two adults who in the high school to participate in the town meeting. Invited participants included twenty-nine students and 19 teachers, principals, counselors, as well others.

Nearly all the students held some kind of employment outside of school and all reported expectations of pursuing postsecondary education after high school. The majority of the students said they were opting for a four-year institution while only seven cited a technical or community college as being part of their future.

The Council asked the students and adults what they thought learners require of schools. The adults worked in groups separate from the students but gave similar responses to those of the students.

Communique

The Council's newsletter *Communique* contains articles on research, recommendations, and topics of concern to vocational educators and policymakers. Regular features include **Vantagepoint**, a column by the Chancellor of the Minnesota Technical College System and **Commentary**, a series of guest columns and editorials on a variety of public policy issues. The newsletter is distributed to state and local education policymakers and leaders in agriculture, business, industry, labor, and education in Minnesota.

Volume 10, consisting of three issues, and Volume 11, consisting of one issue, were published in the current biennium. The contents of each issue are briefly described below.

- **Vol. 10, No. 1 (Fall, 1991)** reported on the State Board of Technical Colleges commendation of the Council for its contributions to the technical colleges through the Effective Advisory Committees Project. The issue included a **Perspective** article on the implementation of tech prep programs in Minnesota schools, and a **Commentary**

article comparing industry's shift to quality with similar shifts beginning in education.

- **Vol. 10, No. 2 (Winter, 1992)** reported on the Council's 1991 roundtable, "Total Quality Management: Its Meaning and Promise for Postsecondary Education." This issue included a **Vantagepoint** column on TQM from a system leadership perspective.

- **Vol. 10, No. 3 (Spring, 1992)** contained four articles: "Winona's Outstanding Student Award Recipient Thanks Council for Supporting Student Achievement," "SCANS Report Identifies Components of Workplace Know-how," "Conference Speakers Say Low Skill, Low Wage Strategy Will Not Work Anymore," and "Panels Say Technology Competence a Must for all Students."

- **Vol. 11, No. 1 (Autumn, 1992)** featured a position statement of the Council on cultural diversity in education and work. This issue also contained a **Vantagepoint** column on the reconfiguration of the technical college system and a **Commentary** column on the implications of the quality movement for elementary and secondary education.

Part Three: Honoring Achievement and Service

Outstanding Student Award

The Council's Outstanding Student Award recognizes student achievement in vocational programs offered in Minnesota. Award recipients have (a) demonstrated a high degree of competence in their chosen occupational fields and (b) displayed initiative and self-reliance. Recipients are listed below.

1985

Richard M. Wilkinson
Duluth Technical College

Henry M. Kauffman
Duluth Technical College

1986

Sharon Yde Johnson
Brainerd Technical College

Julie Butler
Moorhead Technical College

1987

Troy A. Peterson
Cambridge High School

James E. Jarvi
Hibbing Technical College

Kevin R. Domogalla
Hennepin Technical College,
Brooklyn Park Campus

1988

Jeanette Connie Beyer
Albert Lea Technical College

Evelyn Stodola
Hennepin Technical College,
Brooklyn Park Campus

1989

Daniel R. DiBrito
Moorhead Technical College

Gerald F. Mullen
Northeast Metro Technical College

1990

Mary Kathryn Anderson
Northeast Metro Technical College

Damon R. Gammon
Rosemount High School

RaAnna Stanley Pestorious
Albert Lea Technical College

Brian L. Tranby
East Grand Forks Technical College

1991

Allen John Jensen
Mankato Technical College

Rebecca Ann Putz
Winona Technical College

Holly Elaine Sandbothe
Pine Technical College

Bonny Lee Stechmann
Thief River Falls Technical College

1992

Paul DuChene
Northwest Technical College,
Moorhead Campus

Krisa M. Kenow
Tartan Senior High School
Oakdale

Jeannine Rosanne Uehling
Hennepin Technical College,
Eden Prairie Campus

Distinguished Service Award

The Council's Distinguished Service Award recognizes service provided by individuals and groups in vocational technical education throughout Minnesota. Award recipients have (a) con-tributed exemplary support or services, (b) been responsible for the design and implementation of innovative programs or approaches resulting in program improvement, or (c) established programs or policies to enhance opportunities available to students, including their em-ployment. Recipients are listed below.

1985
University of Minnesota

Leonard G. Rado
Control Data Corporation

1986
St. Paul Building and
Construction Trades Council

Arthur E. Vadnais
National Council on Vocational Education

1987
Dennis D. Wain
Northeast Minnesota Office of Job Training,
Virginia

1988
Darryl Boppre
Burger King Corporation

Lake City Refugee Resettlement Committee

1989
Nan Skelton
Minnesota Department of Education

1990
Joseph P. Graba
Minnesota Higher Education
Coordinating Board

St. Paul Inter-Agency
Transitions Committee

1991
Charles W. DeVore
Northeast Metro Technical College

Health One Mercy Hospital

1992
George H. Copa
University of Minnesota

Randolph W. Peterson
Minnesota Court of Appeals

Minnesota High Technology Council

Jane Preston Award

The Council's Jane Preston Award honors the memory of Jane Preston and her lifelong endeavor to promote human dignity in education and the workplace. The award recognizes the sustained work of individuals and groups in providing leadership for cultural diversity in vocational technical education. Recipients are listed below.

1985
Elroy W. Burgeson
Granite Falls

1986
Mary E. Ryland
Duluth

1987
Marjorie Thompson
Albert Lea

1988
Karen Halvorson
Anoka Technical College

1989
Marlene Johnson
Lieutenant Governor
State of Minnesota

1992
Francisco J. Trejo
St. Paul Technical College

Partners in Progress Award

The Council created the Partners in Progress Award in 1988 to recognize the collective service of individuals as members of vocational advisory committees in Minnesota's high schools, secondary cooperative centers, and technical colleges. Advisory committees are honored on the basis of their contributions to the advancement of quality programs, services, and activities that benefit the diverse constituencies served by vocational technical education in Minnesota. Recipients are listed below.

1988
General Advisory Committee
Albert Lea Technical College

1989
Rochester General Advisory Committee for Secondary Vocational Education, Rochester Public Schools

1990
Respiratory Care Practitioner Advisory Committee, East Grand Forks Technical College

Council Membership, 1991-1993

The Council comprises 13 members appointed by the Governor. The members are broadly representative of citizens throughout the state who have an interest in vocational technical education.

Seven members represent the private sector interests of agriculture, business, industry, and labor. It is from the private sector representation that the Council selects its president. The other six members represent secondary and post-secondary institutions, career guidance and counseling organizations, special education, and populations with special needs.

The 19 people who served on the Council between July 1,1991, and June 30, 1993, are highlighted below.

M. James Bensen. Minneapolis, Hennepin County, Congressional District 5. Appointed 1993. Current term expires 1997. President, Dunwoody Institute, Minneapolis. Represents educational institutions. Council service: Committee on Policy Assessment, 1993-1994; chair, 1993-1994. Committee on Program Operations, 1993-1994.

Thomas J. Berkner. Lindstrom, Chisago County, Congressional District 8. Appointed 1992. Current term expires 1996. Journeyman power engineer with cross training in related skills for the Ford Motor Company. Represents the labor movement. Council service: Committee on Policy Assessment 1992-1993. Committee on Support Services 1992-1993.

Sue E. Boehland. Staples, Todd County, Congressional District 7. Appointed 1993. Current term expires 1997. Secondary vocational administrator and area learning center director for the Freshwater Education District. Represents educational institutions. Council service: Committee on Policy Assessment, 1993-1994. Committee on Support Services, 1993-1994.

W. James Corbett. Minneapolis, Hennepin County, Congressional District 5. Appointed 1986; reappointed 1988. Term expired 1992. Financial secretary-treasurer, Minneapolis Plumbers Local 15, AFL-CIO, and supervisor of apprenticeship for the Minneapolis Plumbers Joint Journeyman and Apprentice Training Committee. Represented the labor movement. Council service: Executive Committee, 1988-1991; vice chair, 1989-1990; chair; 1990-1991. Committee on Program Operations, 1986-1988; 1991-1992; vice chair, 1988-1989. Committee on Support Services, 1990-1991. Special Committee on Effective Advisory Committees, 1991-1992.
President-elect, 1989-1990.
President, 1990-1991.

Gerrie A. Driessen. Big Lake, Sherburne County, Congressional District 6. Appointed 1982; reappointed 1985. Term expired 1992. Vice president, Anoka Technical College. Represents educational institutions. Council service: Executive Committee, 1983-1992. Committee on Policy Assessment, 1991-1992. Committee on Support Services, 1982-1991; vice chair, 1982-1983. Committee on Program Operations, 1989-1991; chair, 1989-1991. Special Committee on the 1986 Central States Conference, 1986-1987; vice chair, 1986-1987. Special Committee on Effective Advisory Committees, 1989-1992, vice chair, 1989-1992.

Kevin P. Goodno. Moorhead, Clay County, Congressional District 7. Appointed 1991. Current term expires 1995. Owner of the Moorhead Linoleum and Tile Co. Represents business and industry. Council service: Committee on Policy Assessment, 1991-1993;

Committee on Program Operations, 1991-1992.

Mary A. Grafton-Krogh. Winona, Winona County, Congressional District 1. Appointed 1990, reappointed 1991. Current term expires 1995. Business operations manager for the southeast region and the principal manager for the Winona area of Northern States Power Company. Represents business and industry. Council service: Executive Committee, 1991-1993; vice chair, 1991-1992; chair, 1992-1993. Committee on Policy Assessment, 1992-1993. Committee on Program Operations, 1990-1993. Committee on Support Services, 1990-1992. Select Committee on Nominations, 1991-1992; chair, 1991-1992.

Andrea J. Hayden. St. Paul, Ramsey County, Congressional District 4. Appointed 1990. Term expired 1992. Senior systems programmer/team leader for UNISYS Corporation, Roseville. Represents business and industry. Council service: Committee on Program Operations, 1990-1992; vice chair 1991-1992. Committee on Policy Assessment, 1990-1992.

Shelly Lee-Cleveland. Minneapolis, Hennepin County, Congressional District 5. Appointed 1992. Current term expires 1996. Customer service representative with Cardiac Pacemakers, Inc. Represents business and industry. Council service: Committee on Policy Assessment, 1992-1993. Committee on Program Operations, 1992-1993.

Richard N. Lennes. Hutchinson, McLeod County, Congressional District 6. Appointed 1991. Current term expires 1995. Retired president of Hutchinson Technical College. Represents educational institutions. Council service: Committee on Program Operations, 1992-1993. Committee on Support Services, 1991-1993; vice-chair, 1991-1992. Special Committee on Effective Advisory Committees, 1991-1992.

Donna M. Lorix. St. Paul, Ramsey County, Congressional District 4. Appointed 1991. Current term expires 1994. Owner of a franchise of Minuteman Press, a commercial printing company. Represents small business enterprises. Council service: Committee on Support Services, 1991-1993. Special Committee on Effective Advisory Committees, 1991-1993.
President-elect 1993-1994

Teresa E. Nelson. Milaca, Mille Lacs County, Congressional District 8. Appointed 1992. Current term expires 1996. Employment specialist and cultural diversity coordinator with Pine Technical College. Represents populations with special education and career development needs. Council service: Executive Committee, 1992-1993. Committee on Program Operations, 1992-1993; chair, 1992-1993. Special Committee on the Effective Advisory Committees, 1992-1993.

Dale M. Neppel. East Grand Forks, Polk County, Congressional District 7. Appointed 1980, reappointed 1983, 1985, 1988 and 1992. Current term expires 1996. Student services coordinator, East Grand Forks Technical College, East Grand Forks. Represents career guidance and counseling organizations. Council service: Executive Committee, 1985-1989. Committee on Program Operations, 1980-1985. Committee on Policy Assessment, 1985-1992; vice chair, 1989-1992. Committee on Support Services, 1990-1991; chair, 1992-1993. Special Committee on Effective Advisory Committees, 1989-1993; vice chair, 1991-1992. Select Committee on Nominations, 1992-1993.

Warren E. Phillips. Chanhassen, Carver County, Congressional District 3. Appointed 1981; reappointed 1984, 1985, and 1989. Resigned 1992. Vice chair of the Board of Trustees, Dunwoody Institute, Minneapolis; president, 1978-1989. Represents educational institutions. Council service: Executive Committee, 1985-1986; 1987-1992. Committee on Support Services, 1981-1992; chair, 1985-1986, 1987-1992. Special Committee on the Central States Conference, 1986-1987; chair, 1986-1987. Special Committee on Effective Advisory Committees, 1989-1991.

Rhoda D. Robinson. Duluth, St. Louis County, Congressional District 8. Appointed 1991. Current term expires 1994. Transition specialist with Duluth Public Schools. Rep-

resents special education. Council service: Executive Committee, 1991-1993. Committee on Policy Assessment, 1991-1993; chair, 1991-1993. Committee on Program Operations, 1991-1992. Special Committee on the Effective Advisory Committees, 1992-1993.

Gloria M. Skeet. Maplewood, Ramsey County, Congressional District 4. Appointed 1985; reappointed 1988. Term Expired 1992. Vocational advisor, Minneapolis Technical College, Minneapolis. Represents special needs populations. Council service: Committee on Policy Assessment, 1985-1988; vice chair, 1987-1988. Committee on Program Operations, 1991-1992. Committee on Support Services, 1988-1989; vice chair, 1988-1989. Special Committee on Effective Advisory Committees, 1991-1992. Select Committee on Nominations, 1991-1992.

Roy W. Terwilliger. Edina, Hennepin County, Congressional District 3. Appointed 1993. Current term expires 1997. Board chair and president of Community Bank Group, Inc., a multi-bank holding company. Represents business. Council service: Committee on Policy Assessment, 1993-1994. Committee on Program Operations, 1993-1994.

Jim M. Vickerman. Tracy, Murray County, Congressional District 2. Appointed 1989. Current term expired 1993. Farmer, Murray County, and member of the Minnesota Senate since 1986. Represents agriculture. Council service: Committee on Policy Assessment, 1989-1991. Executive Committee, 1990-1991; vice chair, 1990-1991. President-elect, 1990-1991. President, 1992-1993.

Robert L. Widerski. Roseville, Ramsey County, Congressional District 4. Appointed 1983; reappointed 1985,1986, and 1990. Current term expires 1994. Director of Training, St. Paul Plumbers Joint Apprenticeship Committee, St. Paul. Represents the labor movement. Council service: Executive Committee, 1986-1989, 1992-1993; vice chair, 1987-1988, 1992-1993; chair, 1988-1989. Committee on Support Services, 1983-1993; chair, 1986-1987. Special Committee on the 1986 Central States Conference, 1986-1987. Special Committee on Effective Advisory Committees, 1989-1993; chair, 1989-1993. Select Committee on Nominations, 1991-1993; chair 1992-1993.
President-elect, 1987-1988, 1992-1993.
President, 1988-1989, 1993-1994.

Executive Director

John W. Mercer. Dr. Mercer is the Executive Director of the Council, a post he has held since 1982. Prior to his work with the Council, he held planning and policy analyst positions with the State Planning Agency, the University of Minnesota, and Macalester College. Dr. Mercer holds a Ph.D. in educational policy studies and administration from the University of Minnesota and has taught political science at state universities in Wisconsin and Nebraska.

As Executive Director of the Council, Dr. Mercer serves as the chair of the Council's task forces and project committees. In this capacity, he chaired five task forces during the current biennium: (a) the Task Force on Education and Employment Transitions and of its Plan Design Group and its Transitions Resource Team, (b) the Task Force on Technology Competence, (c) the Task Force on Effective Advisory Committees in the Technical Colleges, (d) the Task Force on Curricular Review and Development Processes, and (e) the Work Group on the Leadership Guide and Member Handbook, Effective Advisory Committees Project. Dr. Mercer chaired seven project committees on: (a) the 1993 Town Meeting on What Learners Require of Schools, (b) the Perkins-JTPA Evaluation, (c) the Funds Distribution Study, (d) the RFP Study, (e) the Correctional Education Project, and (f) the Jane Preston Award.

Dr. Mercer also served as a member of a number committees for the Minnesota Technical College System, the Minnesota Department of Education and the University of Minnesota, Department of Vocational and Technical Education. He served the Technical College System on: (a) the Steering Committee of the New Workforce Minnesota Conference, (b) the Preferred Skills Task Force (alternate member to Mary Grafton-Krogh, Council President), and (c) the Project Committee on Community Based Organizations. Dr. Mercer served the Department of Education on (a) the Commissioner's

Forum for Educational Change, (b) the Citizens Panel on Learner Content Outcomes (chair), (c) the Strategy Design Group for Secondary Vocational Education (chair), and (d) the Task Force on Tech Prep Education. Finally, Dr. Mercer served the Department of Vocational and Technical Education on (a) the Work Group on the Concept Paper on Making Lifework Decisions: A Project Commissioned by the State Board of Education, and (b) the Steering Committee, University Conference on Education Minnesota's Class of 2000.

Council Responsibilities

The Council advises the Governor, State Board of Education, Governor's Job Training Council, business community, general public, and U.S. Congress and Secretaries of Education and Labor.

The Council's responsibilities to the Governor, education governing boards, business community, and general public include reporting and advising on:

- Policies Minnesota should pursue to strengthen vocational technical education, with particular attention to programs for persons with physical, mental, and sensory disabilities
- Initiatives and methods the private sector could undertake to assist in the modernization of vocational technical education

The Council's responsibilities to the Governor, Governor's Job Training Council, education governing boards, and U.S. Secretaries of Education and Labor include:

- Evaluation of the program delivery systems assisted under the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act in terms of their adequacy and effectiveness in achieving their respective purposes
- Recommendations on the adequacy and effectiveness of the coordination between job training and vocational programs

Additional Council responsibilities to education governing boards include:

- Consultation on the annual state program plan for vocational technical education
- Consultation on the establishment of program evaluation criteria
- Consultation on the establishment and operation of the state technical committees which advise the Council and Boards on the development of model curricula to meet Minnesota's labor market needs
- Analysis of the distribution of spending for vocational programs, including the distribution of federal assistance between secondary and postsecondary programs, and of the availability of vocational programs, services, and activities within Minnesota
- Reporting on the extent to which equity and access to quality vocational programs is provided for:
  - persons with physical, mental, and sensory disabilities
  - persons with social, economic, and educational disadvantages
  - adults in need of training and retraining
  - single parents
  - homemakers
  - incarcerated criminal offenders
  - participants in programs designed to eliminate sex bias and stereotyping in vocational technical education
- Recommendations on vocational programs which emphasize the use of business concerns and labor organizations
- Recommendations on procedures to ensure and enhance the participation of the public in the provision of vocational technical education at the local level, particularly the participation of local employers and local labor organizations

Selected Council Publications

Communique, Vols 8-9, 1989-90 and 1990-1993.

Condition of Correctional Education in Minnesota: A Vision for Learning. 1993.

Directory of the State Council on Vocational Technical Education, State of Minnesota. 1992-1993.

Effective Advisory Committees Project: An Interim Report. 1990.

Equity for Targeted Populations in Vocational Technical Education: Report and Recommendations. 1987.

Fifty Indices of Effectiveness Regarding the Program Advisory Committees in Minnesota's Technical Colleges: A Working Paper. 1991.

Focus on Process Improvement: An Evaluation of the Use of the RFP Process in the Distribution of Federal Workforce Education Funds in Minnesota. Perkins-JTPA Evaluation. 1993.

Giving Meaning to Cultural Diversity in Education and Work: A Position Statement of the State Council on Technical Vocational Education. (Available in poster form). 1992.

Honing the Priorities. The Executive Summary of the Fifteenth Annual Evaluation Report. 1984.

Making the First Chance a Real Chance: Bridging Education and Work for All Minnesota Youth and Adults. Report of the Task Force on Education and Employment Transitions. 1993.

Partnership Initiatives Involving Vocational Technical Education in Minnesota. 1988.

Perkins-JTPA Evaluation: Analysis of Adequacy, Effectiveness, and Coordination. 1987-1993.

Review and Comment on the State Plan for Vocational Technical Education in Minnesota's High Schools, Secondary Cooperative Centers, and Technical Institutes for each year FY87 through FY93.

State and Federal Funding and Spending Patterns for Secondary and Postsecondary Vocational Technical Education in Minnesota. 1990, 1993.

Task Force on Education and Employment Transitions: Interim Report. 1992.

Technology Competence: Learner Goals for All Minnesotans. Report of the Task Force on Technology Competence. 1992.

Logo

The Council's logo is an abstract representation of the citizen-councilors assembled at a round-table. Designed by a commerical art-student at Alexandria Technical College, the design was selected in 1982 from 69 entries submitted by vocational students in Minnesota's high schools, secondary cooperative centers, and technical colleges. The Council made its selection on the basis of a recommendation by an advisory committee representing the graphic arts, public relations, and media industries in Minnesota.

Meetings

Council meetings are open to the public. Inquiries about meetings and other functions, as well as requests for publications, should be directed to:

Office of the Executive Director
State Council on Vocational
Technical Education
366 Jackson Street, Suite 314
St. Paul, MN 55101

612/296-4202